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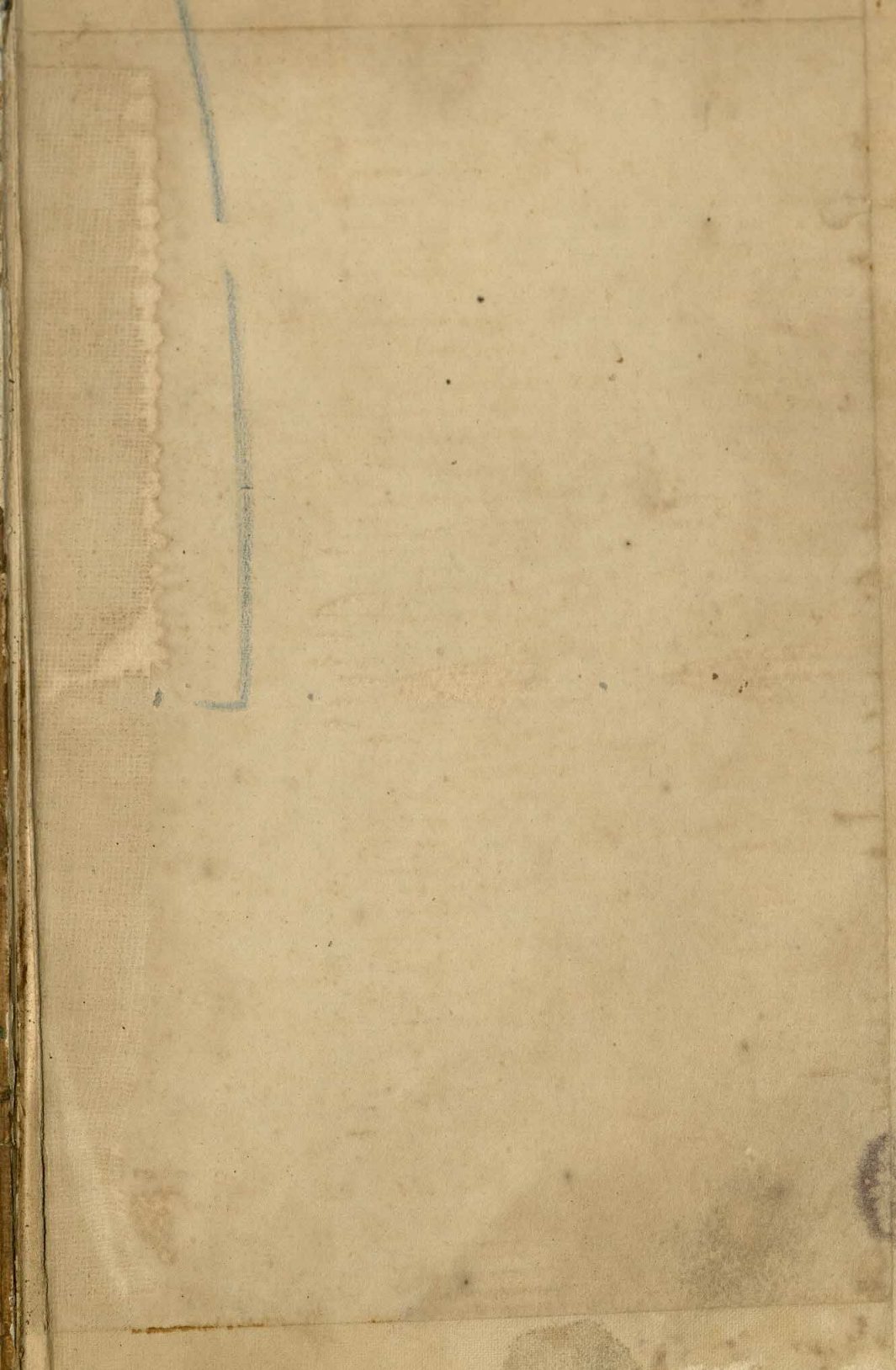
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*the*  
*Superintendent*  
as Instructional Leader













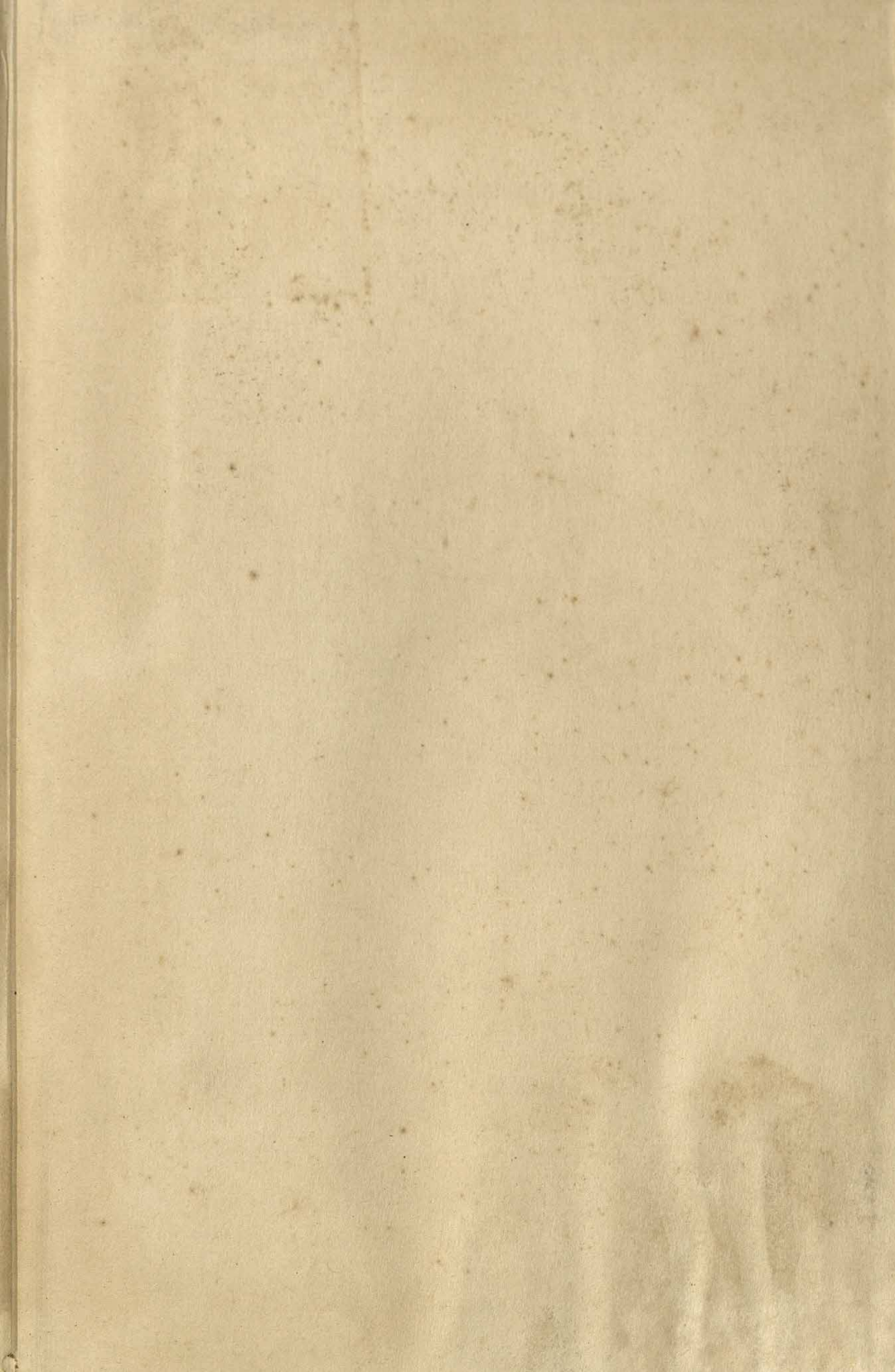
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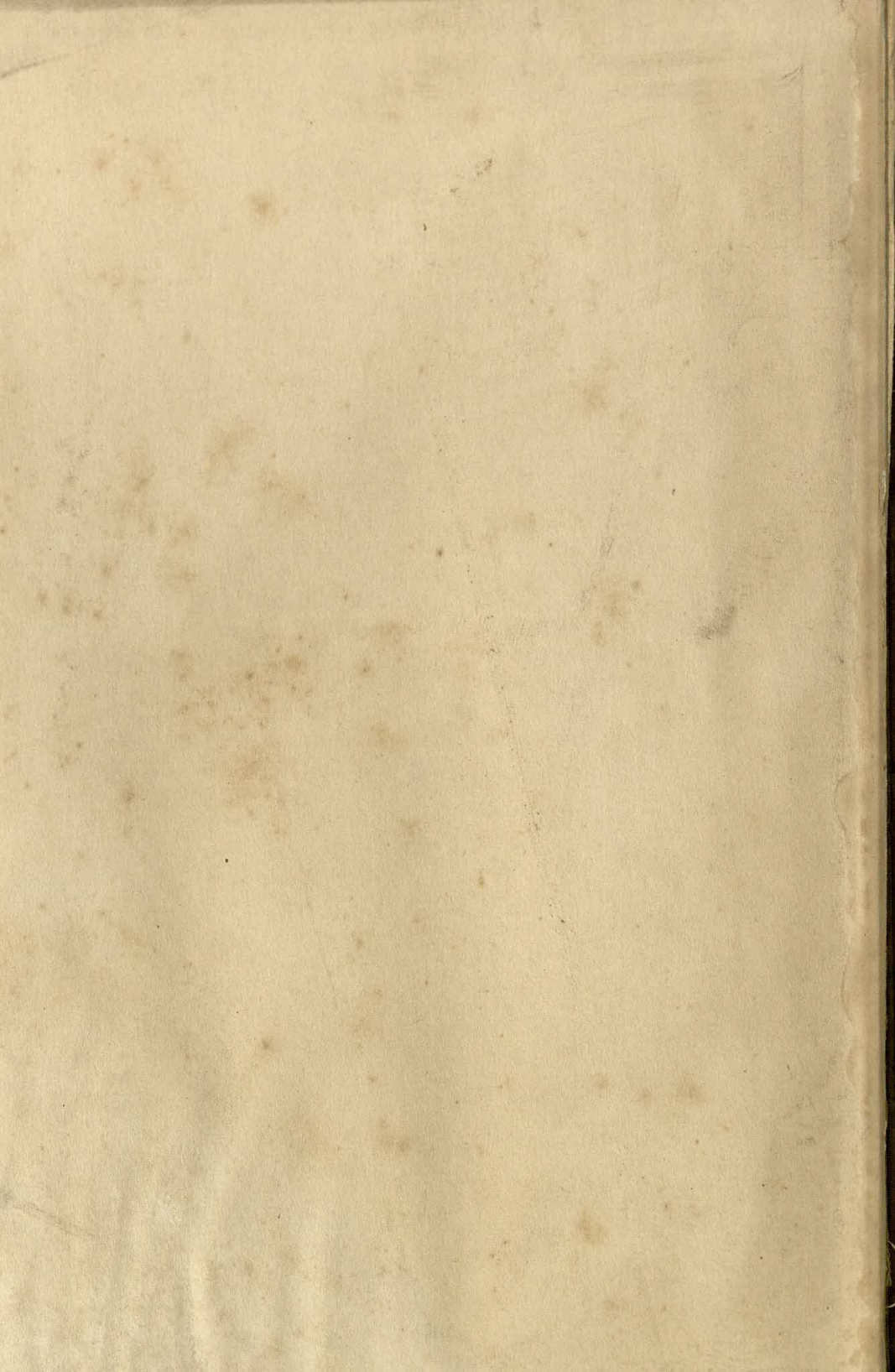
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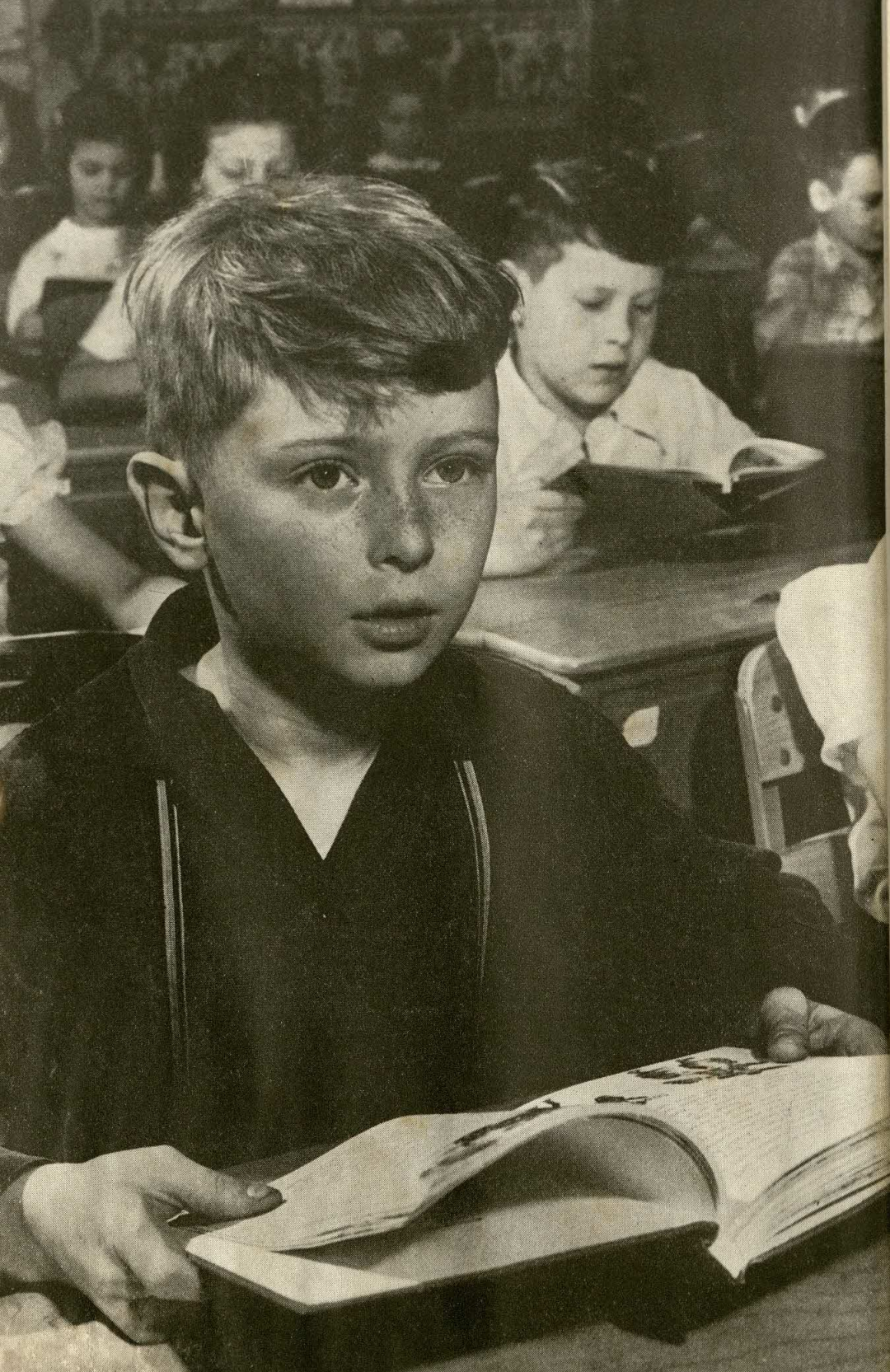




The Superintendent  
as Instructional Leader

Frontispiece from Chicago, Illinois, Public Schools







*the* Superintendent  
as Instructional Leader



**Thirty-Fifth Yearbook**

**AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS**

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## FOREWORD

Superintendent Jim Anderson glanced at the clock above the door of his outer office. It was 20 minutes short of midnight. The school-board was still going strong.

It was the board's final meeting of the year and Anderson's new contract was under consideration. He was nearing the end of his first four years as superintendent of Medford County Schools. The board president had smiled in his usual friendly way when he had asked Jim to go outside while his contract was under consideration.

Altho dog-tired after a day that had begun at 7 a.m. that morning, Jim was not greatly worried about his future. He and the board had had some differences, but on the whole, things had been pleasant and peaceful. There had been no knock-down and drag-out fights, nothing that had made the headlines. No important group was currently yelling for his scalp.

However, to reassure himself, he began to review the important accomplishments of his first term. Unquestionably, he had the best school transportation system in the state. His accomplishments in this field were a great source of comfort. Last spring the state superintendent had asked him to serve as chairman of the Transportation Standards Committee. Five delegations from other school systems had visited Medford County during the past year to see his county-operated repair shops. His own board members as well as the visiting board members had been greatly impressed.

No one would likely overlook the plan for cooperative bulk purchasing, worked out with the four neighboring school districts, which was now saving Medford County \$11,000 per year. That he had done 90 percent of the planning and muscle work on this scheme was common knowledge thruout all the districts involved. Certainly the article he had written for the *State School Journal* had been a feather in his cap.

His leadership in setting up a more efficient accounting system based on latest business methods had been highly complimented by at least three members of his board. He had reduced the work and at the same time improved results.

An editorial in the local paper had praised the financing of the bond issue for the new high school. His work on this problem had resulted in a 2½-percent interest rate at a time when other districts



were paying  $3\frac{1}{2}$  and 4. The difference would save his school system \$150,000 over the next 20 years.

At 12:15 a.m. the board president opened the door and asked the superintendent to come in. "Jim," the president said, "we've made our decision. We are offering you a one-year contract." The young superintendent was speechless and numb. A one-year contract after a four-year one? A mark of failure. An indication that Jim was on his way out.

"Jim, before you say anything, I want to explain what the board has done. Now, first of all, we think you are the best business manager we have ever had. In this department you have no equal. We recognize the importance of running our business affairs efficiently and want you to keep up the good work in this department, but we also want you to begin to think about a few other things. We feel that while we have been doing all this transporting, buying, and building, we have neglected a few things that are even more important. Teaching is one of them.

"We think you can do an equally good job in these other areas. To make what we mean a little clearer, here are some problems that have come to our attention:

"During the past several years we have had numerous complaints about our ninth-grade history book. People say ninth-grade boys and girls can't read it, and some of us have looked it over and we think they are right. The writing is not only too difficult for the children, we have been using it for 15 years. Nothing has been done about this matter altho it has been before us several times.

"Another thing: Teachers are complaining that we appoint committees but pay no attention to their recommendations. For example, the science curriculum committee reported to us two years ago and as yet we have taken no action. All of us knew at the time we could not do everything they wanted, but we could have done some things. We could have taken action on their proposal for field trips, and we could have ordered most of the films they wanted. As far as we know, the report is still in the files. We asked you about it two or three times but you always said, 'Let's wait until the next meeting. We have more important things to get out of the way.'"

And on and on the list went. There were 17 items in the bill of complaints, all relating to teaching and learning.

Jim Anderson was a bitter, discouraged man that night, but the next day and in the days that followed he gradually reached the conclusion that the board was right.

He had been a strong superintendent but not in some of the most important ways. Sometime within the next 12 months he would have to find a way to accomplish the more difficult tasks of running a school system. He would have to change his sights and find some new targets.

Of course, the preceding is just a story. Yet, it could have happened, and it probably has many times. The Commission felt this was an effective way of underlining a fairly common problem in school administration: the superintendent who spends so much time and energy on school business affairs and administrative detail that he has nothing left for teachers and children.

The Commission presents this book in the hope that it will help some school leaders gain a new or slightly different perspective. Most school superintendents already have this perspective but need ideas and practical suggestions of things they can do. We have tried to provide these ideas and suggestions.

Individual chapters were written and in some cases rewritten several times over a period of two years. Sometimes the Commission members did not completely agree; in a few cases decisions were arrived at by compromise and majority opinion.

Members of the 1957 Yearbook Commission wish to thank those who assisted in the preparation of this book:

Worth McClure, former executive secretary of AASA, and Frank W. Hubbard, former director of the NEA Research Division and at present assistant executive secretary of the NEA, both of whom provided valuable advice and counsel in the early stages of the project.

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## CHAPTER ONE

# *Instructional Improvement among the Tasks of the Superintendent*

A school superintendent, John Jones, age 35, has a wife and three children, a master's degree from State University, and has served three years in the army. He has had 10 years' experience as classroom teacher, coach, and high-school principal, and is now superintendent of schools in the little city of Pleasantville. He has a staff of 20 teachers. There are about 200 pupils in high school and 300 in elementary school.

### **Superintendent, Principal, Teacher, Coach**

Jones not only is superintendent of schools but also serves as high-school principal and elementary-school principal, teaches one class in physics and one in history, and, because of the illness of the basketball coach, is coaching the basketball team. In emergencies when the school bus driver is ill, he drives the bus. He handles all discipline cases and complaints that are too difficult for his staff.

As superintendent of schools he is responsible for recommending all purchases. This involves much time with salesmen. He supervises the cleaning, care, and repair of buildings and grounds, along with attendant janitorial problems. He is gathering background data for a new elementary-school building to replace one now 75 years old. He will have to direct the bond campaign and devote much time to the architect and builders if the bond issue is to be approved by the voters.

He has the usual administrative responsibilities of carrying out board of education policy on all matters, of preparing and presenting an annual budget, of recommending new staff members for appointment, and, most important of all, of trying to help classroom teachers do a better job of teaching.

He belongs to two lodges, a veterans organization, a service club, a church, and the Chamber of Commerce. He holds, or has held, an

office in each. He is on the executive committees of the local Boy Scout organization, Red Cross, March of Dimes, United Givers Fund, and PTA.

### Jones's Day . . . and Night

One Monday evening, February 20, 1956, Superintendent Jones attended an executive committee meeting of the PTA at 7 o'clock and the PTA itself at 8 o'clock. At the conclusion of the main meeting he hurried to get in on the end of the veterans organization meeting at 10 o'clock.

When he drove into his garage after 11 o'clock that night, he was thinking of his next day's schedule. It was apparently fairly clear. He made a mental note of things he had to do. One was to read the five February professional magazines which had been stacked on his desk for three weeks.

When he tumbled into bed, his wife drowsily asked him what time it was. When he replied that it was nearly midnight, her response was, "Good, there are three numbers on the telephone stand for you to call—but not after 11 o'clock—so you can go to sleep."

### *Substitute Trouble*

Just before 7 o'clock Thursday morning the phone rang persistently. It was Miss Doe, the fourth-grade teacher. She was sick and felt "terrible." She had scarcely slept all night, and she would be unable to teach that day. She had called her regular substitute who was not available. Also, she had been so busy the past week that she had failed to map out lesson plans which would be helpful to a substitute teacher. She was very apologetic, but took 15 minutes to tell Superintendent Jones what she would like to have him tell her substitute if he could find one.

Five phone calls and half an hour later he finally found a substitute, but she would be unable to reach school until 9:30 a.m., an hour after school started. Hence it was necessary to ask Miss Garey, who taught third grade next door, to keep an eye on Miss Doe's class while he tried to find someone else to hold the fort until the substitute arrived. Miss Garey said she would be glad to, except that she was planning a field trip and would not be at school during the





first hour—unless he thought the field trip should be called off. Superintendent Jones told her to go ahead with her field trip but to tell Miss Black, the fifth-grade teacher, to look after things until he could find a relief. Miss Black was not on too good terms with Miss Doe and would resent being asked to do some of her work, but it was the best he could do.

*“Not Complaining, But . . .”*

Before he finished dressing, one of the three calls of the evening before came in again. It was Mr. Gregory who “did not wish to complain” but he could not see why his daughter should not have first violin chair in the orchestra. She had taken private lessons for three years, and he had been told by several competent musicians in town that she had unusual musical ability and could play better than the boy who occupied first chair.

### *Rat Race*

Superintendent Jones did not get down to breakfast until nearly 8 o'clock, the time he was due at school. Consequently he omitted his usual eggs.

When he arrived at school, the janitor was waiting to report that the univent in the first-grade room was stuck again and that he had been working on it for two hours but could not bring the room up to the required temperature. By the time Superintendent Jones had instructed the janitor to put in a call to the local heating man for help and had arranged for the first-period gym class to remain in the study hall so that the first grade could use the gym temporarily (and listened to a complaint from the janitor that the art classes were again spilling clay on the floor), in came two new enrollees with their mother.

This was the fourth elementary school these children had attended since September. They had no report cards or other evidence of grades attended last. The mother said she thought one belonged in the third grade and the other in the fifth, but in the last school each child had been demoted. Obviously the children had moved so frequently they had not been too happy in school. Superintendent Jones did not want to place them in grades from which they might have to be moved later. He wanted to get acquainted with them and needed some objective evidence as to their ability. Hence he picked up a couple of achievement and intelligence tests and took the children to Miss Doe's teacherless room. After receiving an abused look from Miss Black and getting the class down to work, he had a quiet talk with his new pupils and put them to work on the achievement tests.

At the end of the hour the substitute arrived, and, after relaying instructions as best he could from the phone conversation that morning with Miss Doe, he took his new enrollees with him to his second-period history class during which he administered the intelligence tests.

At the conclusion of the period he planned to score the papers of his new pupils, confer with the teachers involved, and place the children in grades where the teachers thought they belonged, then turn to his professional reading, which he had planned to do the night before. However, when he got back to his office, he found two salesmen and an irate parent waiting to see him. The parent



remained most of the period. Jones was late for his fourth-period physics class, and both salesmen felt they had been waiting too long and had been brushed off without having had enough time to make their "sales pitches."

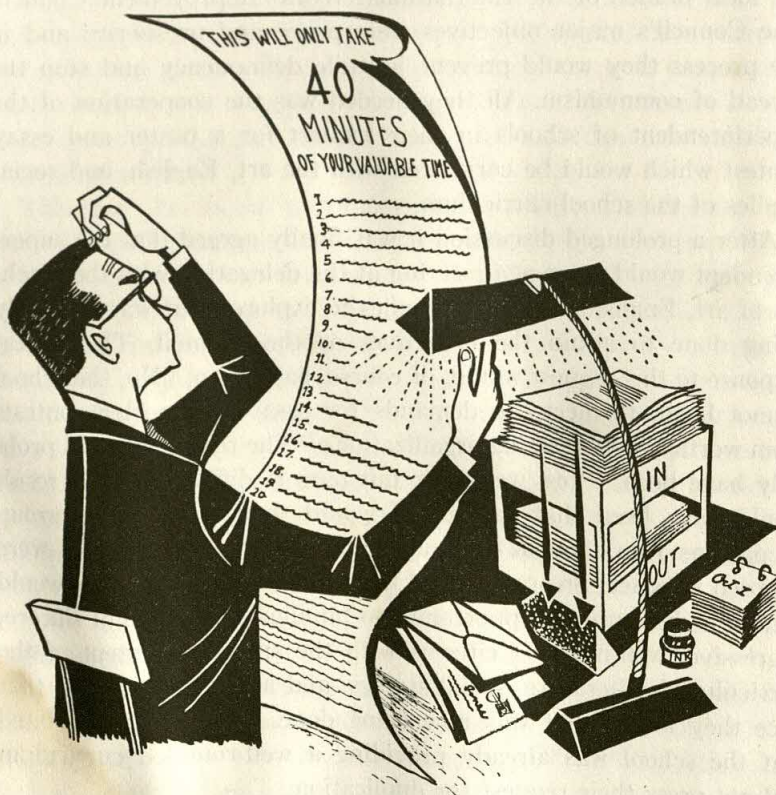
After a 20-minute lunch in the school lunchroom, Jones spent 45 minutes with an elementary-school committee on arithmetic. Then came a half-hour assembly program after which he returned to his office. There he found a discipline case waiting and a delegation from the local branch of the International World Improvement Council. The Council's major objectives were peace and prosperity and in the process they would prevent juvenile delinquency and stop the spread of communism. All they needed was the cooperation of the superintendent of schools in their request for a poster and essay contest which would be correlated with the art, English, and social studies of the school curriculum.

After a prolonged discussion it was finally agreed that the superintendent would arrange a meeting of the delegation with the teachers of art, English, and social studies to explore what was currently being done to attain the objectives of the Council. The easiest response to this request would, of course, have been, "No, the school cannot begin to meet the demands for essay and poster contests from worthy, well-meaning organizations." The reaction would probably have been, "Yes, we agree, but ours is different." The result would have been that the school would then have had a group of patrons who thought the superintendent and the school were opposed to peace, prosperity, and the American way. Altho it would take time, here was an opportunity to familiarize a group of sincere, aggressive, well-meaning citizens with the splendid content of the curriculum in literature, social studies, and art. The hope was that once they knew what was now being done, they would be elated that the school was already providing a well-rounded curriculum and not press their request for duplication.

Before the superintendent had finished with his discipline case, a member of his board of education called and asked him to jump into his car and meet him at the corner of Main and Jefferson. He had just received a tip that a parcel of land was up for sale which might possibly make a good elementary-school site. Superintendent Jones managed to get back to school for the last half of his basketball practice session.

# *Morning Mail*

At 6 o'clock, before he left for home, he returned to his office and glanced at the morning mail. It ran true to form: a letter from a prospective teacher saying that she now had changed her plans and was not interested (he had spent most of a day interviewing her at her college); a request for a donation to a worthy cause; and the usual questionnaire—this one with the stamp of approval



of State University's department of education—which “will take only 40 minutes of your valuable time to fill in.” But also there was a bright spot, a letter written in longhand from the father of one of his problem boys. It read, “George’s mother and I shall always be grateful to you for what you have done for our son. Many thanks.”



The journals he had resolved to read that day were still on his desk. He picked them up to take home, but then remembered that he and his wife were due at a church supper at 6:30 p.m. and that he was scheduled to talk to the First Church Men's Club the next night. He just had to make his notes that evening because if he left the task until the next day, he might never get to it. He put the journals down.

### *Church Supper, Plus*

At the church supper he spent 20 minutes listening to a complaint from one of the previous night's phone callers. Two members of the board of education were at the dinner, and one had heard that the board was to receive a request from the Booster Club for use of the gym for a fund-raising carnival which would include games of chance. The board members thought they should talk over just how they could handle this request when it officially came before the group because it was delicate and no matter what their decision was, some people would be very bitter. So the wives went home with neighbors, and the two board members and the superintendent talked the matter over until 10:30 p.m.

### *Treadmill*

When the superintendent reached home, he immediately sat down with pad and pencil to work on the notes for his talk the next evening. However, before he could get his mind on his talk, he rather unconsciously ran thru the day's events. He felt he had just scrambled thru another day without accomplishing much. He had done few of the things, including the reading of professional journals, which he had promised himself 24 hours ago he would do. He was aware of his responsibility for the improvement of instruction. He had been worried over the sterile formality of the English program in high school and the language arts program in the elementary grades. He knew there were bright children not being challenged in any of their classes and slow pupils who were virtually being persecuted because they were unable to do work assigned them. He had been hoping for months to get at these problems, but somehow other things always crowded in ahead.

He knew he needed more help, particularly a high-school principal. But the time was not ripe to make the request. During the past

year he had managed to relinquish regular athletic coaching duties but only by agreeing to teach a second class. Because of the added cost for a coach, there had been much community opposition. Also, he had been able to increase the employment of his 17-year-old office secretary from half to full time but only on a sharply divided vote of the board. His predecessor had had a struggle getting half-time help after following a superintendent who for 25 years got along with no secretarial help other than what could be secured from the commercial department pupils. Jones had, as a consequence, been cautioned by friends that he was "moving too fast," and had been accused by less friendly citizens of "trying to get out of work." It was slow going, but he was making progress.

### *"My Son, My Son"*

A vision of his Men's Club audience flashed thru his mind: good substantial citizens, most of them fathers. Here was an opportunity for urging fathers to spend more time doing things with their sons. Then he thought of his own 10-year-old Tommy. Except for fleeting glances at hurried breakfasts, he had scarcely seen him since Sunday. It did not make sense. Most fathers were so busy making money that they did not have time for their sons. He was too busy looking after other fathers' sons to see his own. Anyway, it would be better for him to talk about something else such as "What Modern Education Is Trying To Do."

### *It Had Looked Easy*

He remembered how simple it had all seemed in summer-session classes in administration and supervision. There one solved problems with words. Even obstacles were mere words—usually straw men that could be beaten down logically and irrevocably. How delightful it would be to spend one's life setting up and solving problems with words, he thought. No interruptions, no ornery people, no "we've always done it this way" to break thru, no money problems, no entrenched interests, no emotional conflicts, and no clocks or telephones or meetings. However, he suddenly realized it was after 11 o'clock; he needed sleep but he decided it was imperative to get back to earth and to prepare that talk.

He had hardly started again when he heard that familiar drowsy voice from the bedroom, "John, that man who called last night



called again. He is very angry. He says he never can reach you. I told him you were at school all day and he said he couldn't call in the daytime. Anyway, he is irate and wants you to call him no matter what time you get in tonight. Then, that substitute who taught today called and said she is sorry, but unexpected company dropped in tonight and she can't teach tomorrow."

### The Superintendent's Opportunities

Why, then, with all these problems and difficulties, should anyone accept a job as superintendent of schools? A superintendent of schools sits at the crossroads of democracy. Sooner or later all the problems of the community and its people come across his desk. He is in direct contact with the best and worst features of our democratic life. He comes to grips with petty politics and high-minded public service, with distraught emotional instability and rock-ribbed stability, with hate and love, with selfishness and selflessness, with squalor and decency, with sorrow and joy, with dejection and elation. A superintendent must be both tender and tough, idealistic and realistic, sensitive to a helpless child's most urgent needs but able to slug it out in the rough and tumble of politics. A superintendent lives many lives in one lifetime.

Promotion to a larger school system offers no escape from problems. The larger the system, the more numerous and complex the problems. Former superintendent of Pittsburgh, Henry Hill, in his final annual report to the Board of Education enumerated some of the problems of a big city superintendent:

The job of city superintendent of schools does make tremendous demands on the physical and nervous energy of the man who holds the job. During my period here [three years] I have probably made 200 set speeches. Certainly I have not done this by personal choice or pleasure in the great majority of instances, but rather because it seemed to belong to my job and because it offered an opportunity to secure a more sympathetic understanding for the cause of public education. . . . The number of persons who call upon the superintendent for many things, important or trivial, may contribute seriously to a frittering away of his time and to a considerable attrition of his supply of physical and nervous energy.<sup>1</sup>

Also, in an article in the *American School Board Journal* under the title, "Are City School Superintendents Expendable?" Mr. Hill

<sup>1</sup> Pittsburgh Public Schools. *The Annual Report of the Superintendent, 1944-45*. Pittsburgh, Pa.: Board of Education, 1945. p. 33-34.

submits further evidence that large city superintendents occupy positions that, tho challenging, are not only difficult but in many respects are enervating, frustrating, and hazardous both professionally and physically.<sup>2</sup>

But superintendents of schools become superintendents not by draft but by choice. They spend long hours of study and years of work gaining experience in preparation for a superintendency. They know it is the most insecure, hazardous, enervating, frustrating, and difficult job in education. At the same time they know it is one of the most challenging, most exciting, and one of America's most important jobs in terms of social significance. The one great integrating and unifying force in every American community is the public school. It is the backbone of American democracy. To have the privilege, opportunity, and responsibility of serving as superintendent of public schools in any community is a high honor. It offers satisfaction in public service that can be equalled by no other profession.

### Good Instruction—The Ultimate Goal

The superintendent of schools knows his most important task is that of improving instruction. This does not necessarily mean that present instruction is poor. It is a mark of every profession continually to increase its store of knowledge and to improve and refine its technics. It is a perennial, eternal task of all professions.

Superintendents frequently become discouraged because so many of the duties they must perform seem so remote from the actual teaching process. Superintendents at times visit the classes of good teachers for the therapeutic value to themselves. It tends to restore their perspective. Superintendents are frequently frustrated by the multitude of problems that occupy their time, but they should realize that whatever they do to create conditions so that better teaching can take place is a contribution to the improvement of instruction.

Most superintendents do more to improve instruction than they realize. When a superintendent helps to build a better school building, he is setting the stage for better instruction. When he is instrumental in getting a more adequate budget or teachers' salary sched-

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<sup>2</sup> Hill, Henry H. "Are City School Superintendents Expendable?" *American School Board Journal* 118: 25-28; May 1949.



ule, he is laying the groundwork for better teaching. When he refuses to succumb to pressure to employ an incompetent teacher and when he protects teachers and children from well-meaning promoters of essay contests and from interruptions in the daily schedule, he is making possible improved instruction. When he is able to secure better lighting, acoustics, or improved sanitary conditions, he is making better instruction easier. When he selects better teachers, bolsters their morale, creates better working conditions, defends teachers against unfair criticism, and utilizes as fully as possible the potential abilities of each staff member, he is contributing to the improvement of instruction.

This yearbook is submitted, not in the belief that superintendents are unaware of their responsibilities for the improvement of instruction nor in the belief that they have failed to do what they know they should do. Rather, it is to suggest ways of doing better the things superintendents are now doing to improve instruction—especially in the areas of personal relations and cooperative undertakings, which have been the subject of so much study recently.

The suggestions are made with sympathetic understanding of the hectic life the superintendent leads. No dreamy panaceas are proposed. Probably every top executive has to struggle continuously to avoid being caught and driven by the machinery of his organization. He needs to back off from his job occasionally and to look at himself and his work objectively. This is not easy. It is particularly difficult for a top executive. It would be helpful if he had some competent person or group from whom he could seek constructive analysis and suggestions. But by the nature of their jobs most superintendents of schools have no such resource. Very few people with whom they might check ever see the total picture. They are likely to get piecemeal advice. No matter how much emphasis they place on team effort or how much help they receive from assistants, they must ultimately fit it all together themselves. They must do their own evaluating.

The next chapter will suggest in general how Superintendent Jones might disentangle himself and start solving some of his problems. Succeeding chapters will make suggestions in various areas as to how he might become less of a victim of circumstances and more of a leader in the most important phase of his job, the improvement of instruction.

## CHAPTER TWO

### *Instruction Comes First*

**A**LTHO somewhat spectacular, Mr. Jones's dilemma is not unique. The problem, as most school administrators see it, is finding time to do what is most important. They, like Jones, would like to find answers to such questions as: (a) Is there a better way to schedule my time and energy? (b) Are there decisions I can make that will help me organize and channel my efforts more efficiently? (c) What are the priorities of importance for the things I am called on to do? (d) How do I ever get around to supervising and improving instruction?

#### **More Time Is Not the Answer**

Even adding six hours to the day would not provide an adequate solution. Many administrators could work around the clock and still be confronted with unmet needs and unfinished tasks.

Perhaps no situation is exactly like that described in the first chapter. However, it is safe to assume that all superintendents face many situations and problems similar to those described for Mr. Jones. Most school administrators feel pressed for time, especially for time to do the things they think are important.

In moments of reflection a superintendent may say it must be something about the organization of his time that is awry. Organization can be an effective aid, but it can also be a monster that saps the life out of an otherwise effective enterprise. Take a look. Is organization, scheduling, and routine helping you to accomplish your goals as an administrator? Or is your life so complicated with commitments, date-book entries, arrangements, and scheduled promises that you are actually being blocked from your most effective output?

The classroom teacher is plagued with these difficulties, too. "If I just had more time to *teach*," he says. "These interruptions are driving me wild." The teacher is close to the instructional process—much closer than is his superintendent. There are meetings



to attend, reports to be made, visitors to see, and other things to do that are very closely related to instruction—perhaps considered a part of instruction. The teacher must make some choices and decisions, too, in determining what, when, and for how long.

### Administrative Frustration

*Frustration* is an unpleasant word and perhaps an overworked one. The Commission believes, however, that the demands made upon many superintendents, when coupled with their sense of duty and obligation, force them to the brink of frustration. The big question is, How does the superintendent get "boxed in"? There is no single answer to this question. It depends partly on the person and partly on circumstances. "You just don't know my situation" is a comment often heard, and the truth is rarely better stated. But perhaps there are some general principles worth exploring.

### *Concept of the Job*

Some superintendents just do not know what they are getting into. Teaching was so different! Thousands of school administrators over the country are this moment experiencing their first year at the helm of a school system. Many others are in new positions of responsibility. Most of them have had inadequate preparation for their jobs, especially the comprehensive instructional leadership part of it. Yet their chief responsibility is instruction.

A most basic and rewarding experience can be had thru a thorough study of the job or position the superintendent holds or is about to accept. Once he is relatively certain that he has an adequate concept of the job and what is expected of him, a proper foundation is established for professional performance. As a double check, he might make sure that his concept of the job coincides with the ideas held by the staff, the board, and the public. Nothing can be much more disheartening to a superintendent than to find that he stands alone in ideas of what is involved in a position. Recent research has shown how varied the superintendent's job is perceived by different people in the same community.<sup>1</sup>

<sup>1</sup> Moore, Harry E. *Nine Help Themselves*. Southwestern Cooperative Program in Educational Administration Study. Austin: University of Texas, 1955. 285 p. See especially Chapters 2 and 3. Important research in this area has been done thru the CPEA in the Northwest, directed by John M. Foskett, Professor of Sociology, University of Oregon, Eugene, Oregon.

Essentially his job is not so much knowing all the answers as it is knowing how to work *with* and *thru* people to obtain answers to questions and solutions to problems. The seeking of assistance of others is not a sign of administrative weakness; it is a mark of competence and maturity.

### *Pressures*

Few positions are so fraught with pressures as that of a school administrator. He is a public servant, and everyone seems to have come to think of him as such (whatever their perception of "public servant" might be). As a superintendent, he is an "easy touch" in the minds of many who want him to do something or want the schools to do a favor for them. After all, he belongs to the public; why not call on him. Soon he becomes the choir director and the secretary of the service club. He wants to be a "good fellow" and maintain good public relations, so he says Yes, and then he is "in."



*How does the superintendent get "boxed in"?*

Pretty soon he is so far "in" that the time and energy he wanted to put into some important school matter, such as improving instruction, is almost entirely dissipated.

It is hardly necessary to list the other kinds of pressures put upon school administrators by individuals and groups who desire something from the school. Most of these individuals and groups mean



well. Yet, the inept handling of such pressures can lead to frustration. These entanglements sometimes keep the schoolman from being able to do what he knows should be done on his job.

### *Policies*

Well-conceived and cooperatively derived statements of policy have been boons to many superintendents. If our Mr. Jones had been able to quote from a policy statement on contests in the school, he might have saved much of his valuable time that was taken up by the delegation from the International World Improvement Council. Attention to good policies will not only make him more efficient but will provide more time for his most important tasks. Chapter Five shows how written policies can contribute to administrative effectiveness.

But sometimes it is too many, not too few, policies that work against good instruction. There are policies that impede, and these often arise in a system of several schools where one untoward incident results in some people wanting uniformity. "Let's have a firm understanding," they say. With many teachers so far removed from administration, some policies may inevitably hinder freedom of operation. The wise administrator provides for constant reappraisal of policies on the basis of experience.

### *Planning*

The best of plans can go wrong; there are the usual interruptions and emergencies that cannot be foreseen. However, when interruptions and emergency situations take over completely, something is wrong with the planning processes. The more complicated and complex the job becomes, the greater the need for careful planning. Inadequate plans are invariably a source of trouble.

### *Decision-Making and Delegation*

Each of us inherits decisions made by others before us. "Mr. X did it this way" or "Mr. X was always so cooperative and helped us with our projects." Some of these decisions must be honored, but there are many decisions which each superintendent must make regarding *his* role as an administrator. He must decide what can be delegated and to whom. He must decide what is important and what is to be included in *his* schedule of responsibilities. This does

not mean that he should not seek all available help in decision-making, but the moment others start making personal decisions for him . . . trouble ahead.

The "rat race" in which some administrators find themselves seems to point up (a) an inadequate concept of the job undertaken, (b) inability to cope with pressures, (c) lack of policies and plans of action, (d) procrastination in decision-making, and (e) inability to delegate responsibility, and (f) failure to seek advice from competent persons.

Most of the impact an administrator makes in trying to improve instruction is going to be *indirect* and *thru others*. The bigger the system, the more indirect. Progress should be measured not in how *close* the superintendent gets personally to classroom instruction, but in how *good* that instruction is.

### Guideposts

Recently some educators and architects tried to project the school of the future. The Random Falls idea<sup>2</sup> with the "new look" is hypothetical, but it is a sincere attempt to stake out some guideposts for the future. It envisions high-school education with the total community as the setting for instruction.

The description of this model school of the future has direct application to our concerns about the role of the administrator in the task of improving instruction at all levels. The school leader should be intimately acquainted with the basic goals of education and their special application and interpretation in his community. These goals may vary with conditions and the community, but what is desired for the youth in the community in the way of educational experiences provides the basic purpose for operating the schools.

### *Human Relations and Administration*

The attention given to human relations in current literature on administration is a clue to its importance. There can be little doubt that good human relations have become the keystone in the arch of successful leadership. Where human relations are sincerely taken

<sup>2</sup> Shaw, Archibald B., and Reid, John L. "The Random Falls Idea." *School Executive* 75: 47-86; March 1956.



into consideration, there is established a proper basis for staff growth, development, and harmony. In instances where human relations are poor, nothing seems to work right. Faith, confidence, cooperation, respect, and mutual understanding are important elements in a climate which encourages individual growth.

### *Quality of Atmosphere*

Some situations seem naturally to encourage improvement of instruction; conditions therein seem to inspire cooperation, high morale, and an atmosphere conducive to problem-solving.

Conditions in other school situations seem to repress cooperation. Morale is low. There is little sense of unity, and the "staff approach" is not encouraged. The difference between these two situations can be attributed partly to the quality of leadership.

A major concern of administration is the establishment of the right conditions and the encouragement and initiation of effective processes. In this regard the administrator works with *human* and *material* resources. His skill and success are measured by his effectiveness in coordinating and utilizing the resources at hand and in providing for effective growth in staff members.

### *Appraisal of Instruction*

Continuous appraisal of the instructional program is an item of high priority among the guideposts to be observed by the administrator. This can be just so much gobbledegook unless the superintendent seriously makes an effort to evaluate instruction on a cooperative basis, involving citizens, staff, and students in the process. It is his responsibility to encourage, stimulate, and initiate cooperative appraisals.

The superintendent will become acquainted with the fields of learning. No administrator can be an expert in all areas of learning. However, an acquaintance with several fields is basically important to anyone in the role of initiating and encouraging the improvement of instruction. How to keep up with current thinking in each field is a big inservice chore. The CPEA research shows instructional leadership is a big blind spot among current inservice opportunities for school administrators.<sup>3</sup>

<sup>3</sup> Southwestern Cooperative Program in Educational Administration. *The Development of Educational Leaders*. Review of a Conference held April 22, 1955. Austin: University of Texas, 1955. p. 44.

## What Is Good Instruction?

Good instruction is something far more complex than the simplicity of the question might indicate. Basically, it has to do with *providing experiences*. Sometimes these experiences take place in situations quite removed from the classroom. We hope learning takes place in the classroom, the gym, and on the athletic field. We know it occurs on the street corner, at the family dinner table, and with "the gang." Altho the administrator's responsibility for instruction lies normally with arranging for the experiences in or about the school, he cannot ignore the learning that goes on elsewhere in the community's curriculum for youth.

So the students scored low on the XYZ history test, or the spokesman for some group says that the products of the local schools do not know arithmetic. Then comes the request for the superintendent of schools to give an account of his stewardship. About the same time someone comes to the administrator with a request that "fly casting" be added to the curriculum. As we said . . . "What is good instruction?"

Experiences and content of instruction (curriculum) are not to be confused with teaching and providing learning experiences (instruction). The emphasis in this volume is on the latter, especially on the relation of the school administrator to the upgrading of teaching and the instructional program.

*Good instruction* is characterized by: (a) providing the basic and general learning experiences commensurate with the cultural, civic, and moral requirements of the society in which people find themselves; (b) making sure that the abilities and talents of students, individually and in groups, are challenged in the process to a degree that will assure effectiveness and efficiency; (c) securing measurable growth, achievement, comprehension, and mastery of the skills, attitudes, appreciation, knowledge, and heritage consistent with the level of instruction; (d) achieving the desired goals thru leading and guiding students in a spirit of enthusiastic cooperation shared by students, parents, school staff members, and citizens.

Perhaps each administrator working with his staff must ultimately define *good instruction* for himself in terms of his local situation. The Commission believes two fundamental concepts are important in any administrator's approach to what constitutes good instruc-



tion: (a) in scope the instruction must meet the needs of the youth in the community and (b) there must be demonstrated growth on the part of students—and staff, too.

### Alternatives

What are some of the superintendent's alternatives? Shall he go about "putting out fires" every time a question is raised about the schools? Shall he call in the experts and have them tell the staff what is wrong? How does he keep up with research? The employment of a director of instructional services may be a partial solution to the problem. Perhaps he should hire more principals and supervisors. The superintendent should ask himself if he has made the best use of the available consultative services. He may want to examine the inservice education program for staff members. Undoubtedly there are interested citizen resources in the community that might be called upon for ideas and advice.

All these choices are not open to all administrators in the same way. But to some degree, they present possible courses of action—for those in communities the size of Mr. Jones's as well as in larger cities.

The Commission is aware of the fact that there is no single cure-all that will work miracles to aid the superintendent in his role of improving instruction. We are certain, however, that organized involvement of people in the solution of problems related to instruction has the greatest promise of success. This is the keynote of this volume. Many persons have contributions to make in solving educational problems. In making these contributions in an orderly, organized process, the participating individuals grow and develop. As staff members gain added stature, they become increasingly valuable in meeting and solving new problems.

The superintendent is the key person in the cooperative problem-solving process. He is the player-manager on the team. The Commission believes that this is a positive clue to the busy school executive who desires to do something about upgrading the effectiveness of his schools. He is the one person who can do most about providing the *conditions* and encouraging and arranging *processes* for cooperative action.

## CHAPTER THREE

# *The Improvement Process*

CHAPTER TWO makes clear the Commission's conviction that the superintendent must be the leader of a team. In the improvement of instruction he is a key person working cooperatively with many other people. This chapter describes a process of cooperative problem-solving which the Commission believes will go far to improve instruction in all kinds of schools. Attention is given, too, to the role of the superintendent in this process.

### A Method of Instructional Improvement

Even tho American public schools from Maine to California and from Washington to Florida have much in common, no outsider can describe exactly what should be taught, and when, and how, in any *particular* school system. The reasons are numerous. Our schools are controlled locally, and probably always will be. Decisions about subjectmatter and instructional methods are made in thousands of individual communities. Curriculum content and instructional methodology vary because of the great diversity among local school districts. The needs of pupils, as well as the needs of communities, vary. Differences among school personnel are frequently great. What one community can achieve might not even be wise for another community with different resources, teachers, and educational leadership to try.

Partly because American school systems are unique, the Commission decided to devote this yearbook, first, to an examination of a method of instructional improvement that it believes will result in better schools in any community, and, second, to a description of conditions that support this method. The method of instructional improvement that seems to have this promise is being used whenever the people concerned about the quality of a school system (a) study its instructional program to assess its strengths and limitations and (b) take carefully considered and painstakingly evaluated actions to reduce the limitations. The essence of this procedure is that the men and women in a community who are





*The telling or persuading approach to instructional improvement . . . has its weaknesses.*

concerned about the improvement of their schools, and who themselves must change if the instructional program is to improve, are deeply involved in a process of study and experimentation designed to bring these improvements about.

The Commission recognizes that this is not the only process that is being tried, or has been tried, to improve instruction. It probably is not yet even the most common practice. Usually a school system tries to better the instructional program by having an individual or a small group assess various teaching-learning situations and arrive at improvements thru experimentation, reflection,

or reference to expert opinion. These improvements are then prescribed or strongly recommended as changes that other people must carry out. The major job of the instructional leader, when this process is being employed, is to persuade or otherwise get people to do what the leader believes will result in better instruction. While this *telling* or *persuading* approach to instructional improvement is common and is undoubtedly sometimes successful, we believe it has a number of serious weaknesses. It assumes, for example, that people who are not working intimately in the situation to be improved can, nevertheless, diagnose this situation realistically, prescribe feasible improvements, and get them adopted. Also, the method would seem to place too high a value upon the school person who follows instructional directions conscientiously rather than upon the one who wants to work creatively and independently.

The Commission would like to make it clear that it is recommending something quite different from improving instruction by telling people what to do. The process recommended is one whereby the individuals who are concerned about an instructional problem, using the best resources they can lay hands on, conduct *their own* study, experimentation, or research to improve *their own* practices in relation to *their own* problems.<sup>1</sup>

### Instructional Improvement as Changes in People

Whatever improvements a community brings about in its instructional program are due, in large measure, to changes in the professional behavior of its school personnel.<sup>2</sup> Facilitating instructional improvement, therefore, means facilitating certain kinds of changes in classroom teachers, supervisors, and administrators as well as in parents and other citizens. To do this effectively requires an understanding of the change process. The Commission's conception of this process is described in the next few paragraphs.

Any conscious change in an individual's method of teaching or in his selection and use of instructional materials starts when he becomes discontented with what he is doing. Discontent is the first

<sup>1</sup> See: Corey, Stephen M. *Action Research To Improve School Practices*. New York: Teachers College, Columbia University, 1953. 161 p.

<sup>2</sup> See: Sharp, George. *Curriculum Development as Re-Education of the Teacher*. New York: Teachers College, Columbia University, 1951. 132 p.



phase of the process of change and improvement, and discontent results from the more or less continuous assessment every professional person makes of the effects of what he is doing. When these effects indicate too great a difference between what he sees happening and what he believes should happen, he becomes uneasy. He is moved to begin to change his practices in order to bring the *is* and the *ought* closer together. When teachers are dissatisfied with their classroom instruction, they start to search for different ways of teaching that give some promise of reducing the gap between what *is* and what they believe *ought to be*. They make use of whatever resources are available to them as they try to identify more promising instructional methods or materials. Sometimes their search is superficial. Teachers and other school people often jump from a guess as to what is wrong to another guess as to what might be better. Under other circumstances, however, their search—or research—can be exhaustive and thoro.

Thruout the process of this search for better instructional procedures teachers appraise subjectively and in the mind's eye the possible effects of alternative actions upon the situation they want to improve. In due course, this search and appraisal of possibilities leads to choice of one procedure that seems worth trying out or experimenting with.

This decision to try out more promising methods or materials leads to some design for the trial that will enable them to know eventually whether or not their expectations regarding improvement have been achieved.

A final phase of this process of change is an evaluation of the effects of the presumably better practice and the development of generalizations as guides for future action.

This seems to the Commission to be the process of change when a practitioner is dissatisfied with what he is doing and deliberately tries to improve. The key concepts are assessment, dissatisfaction, search, selection, design, trial, and evaluation.

### Change Based on Casual Inquiry

When this change process is hit-and-miss, casual, impressionistic, or subjective, it results in change whose consequences are never really known. There may be modifications in the instructional pro-

gram, but not necessarily improvement. Here is an illustration of this somewhat haphazard process.

A teacher of social studies becomes dissatisfied with what he thinks his pupils are learning. His dissatisfaction is based on his recollection of things the boys and girls have said, examination questions they have not answered correctly, or their behavior that has seemed inconsistent with what he was trying to teach. He is convinced he must change something about his teaching. He gives the matter some thought and decides that what is needed is a new textbook. Since the choice of textbook is his to make, he sends for some that have been published recently, and, after examining them more or less carefully, he decides to adopt one. After using the book for a year, he concludes that the change was good. This judgment is based again upon a large number of subjectively and loosely controlled impressions.

The process of inquiry and thought thru which this social studies teacher went in order to "improve" his instruction is not unusual, as anyone who reflects upon his own professional experience knows. While the textbook change did result from assessment, action, and evaluation by the person most concerned—the teacher himself—the casual, haphazard quality of his inquiry makes it unlikely that his teaching actually improved. This is always the case when a new teaching procedure or material has been hastily or rather thoughtlessly adopted and may not be closely related to the real demands of the teaching-learning situation which was superficially diagnosed in the first place.

When the process of instructional improvement we are talking about, however, is conducted carefully and thoughtfully and when there is an earnest search for evidence and facts, assurance is increased that change does represent improvement. It is this careful, painstaking, objective study of local instructional problems that the Commission is advocating as a method of improving instruction. It represents research engaged in by practitioners to improve their own practices, and the research procedure is somewhat rigorous and systematic. This rigor and system are illustrated in every aspect of the process of inquiry, from initial diagnosis to the final generalizing based on the evaluation data procured to answer the question, Was the change a good one?



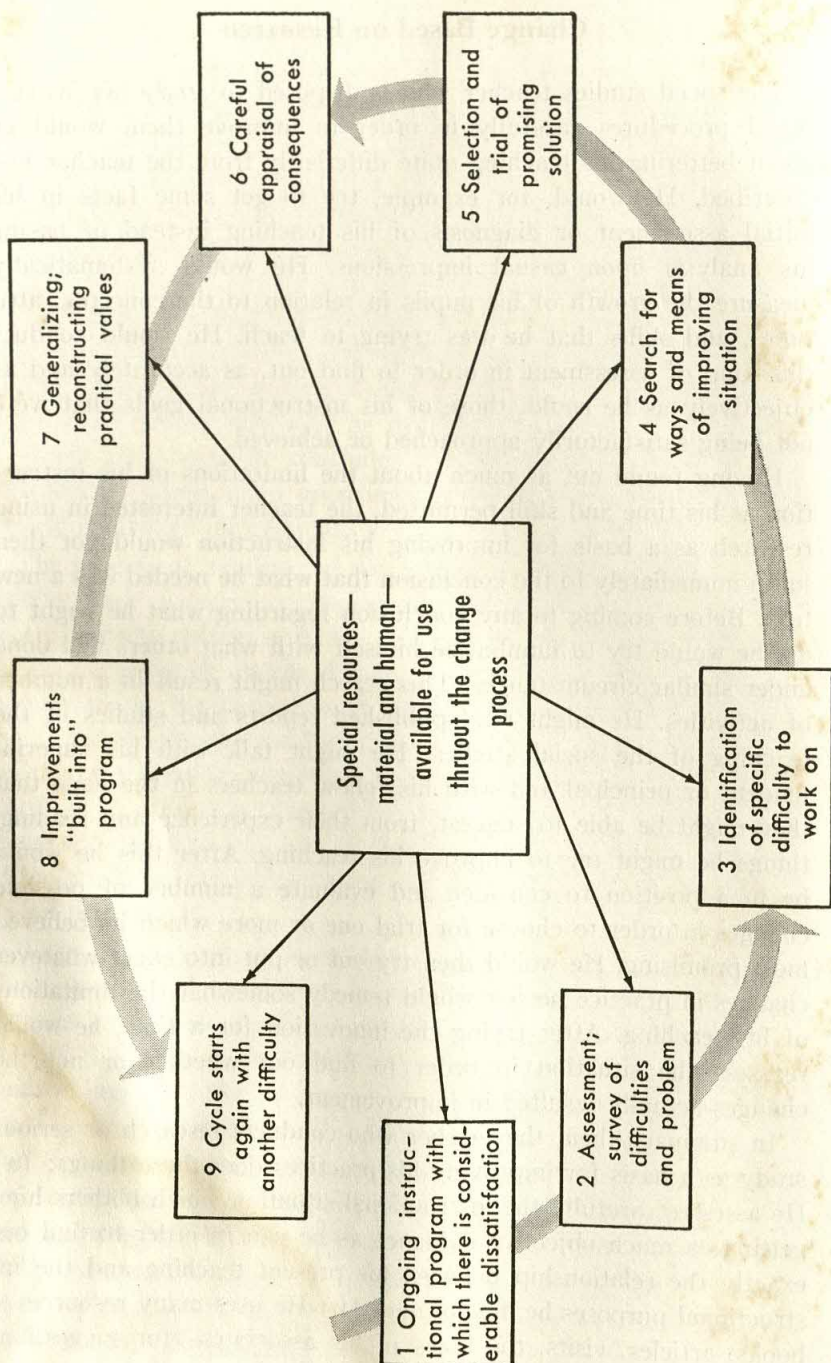
### Change Based on Research

The social studies teacher who is disposed to *study* his instructional procedures carefully in order to improve them would go about bettering his teaching quite differently from the teacher just described. He would, for example, try to get some facts in his initial assessment or diagnosis of his teaching instead of basing his analysis upon casual impressions. He would systematically measure the growth of his pupils in relation to the concepts, attitudes, and skills that he was trying to teach. He would conduct this kind of assessment in order to find out, as accurately and as objectively as he could, those of his instructional goals that were not being satisfactorily approached or achieved.

Having found out as much about the limitations of his instruction as his time and skill permitted, the teacher interested in using research as a basis for improving his instruction would not then jump immediately to the conclusion that what he needed was a new text. Before coming to any conclusion regarding what he ought to do, he would try to familiarize himself with what others had done under similar circumstances. This search might result in a number of activities. He might read published reports and studies of the teaching of the social studies. He might talk with his superintendent or principal and with his fellow teachers in the hope that they might be able to suggest, from their experience and reading, things he might try to improve his teaching. After this he would be in a position to consider and evaluate a number of possible changes in order to choose for trial one or more which he believed most promising. He would then try out or put into effect whatever changes in practice he felt would remedy somewhat the limitations of his teaching. After trying the innovation for a time, he would reassess the situation in order to find out whether or not the changes actually resulted in improvement.

In summary then, the teacher who conducts research or serious study as a basis for improving his practices does these things: (a) He assesses carefully the instructional situation which bothers him, getting as much objective evidence as he can in order to find out exactly the relationship between his present teaching and the instructional purposes he has in view. (b) He uses many resources—books, articles, visits, the ideas of his associates—for suggestions

FIGURE 1.—CYCLE OF COOPERATIVE ACTION RESEARCH





about possible improvements in his teaching. (c) He evaluates these possible changes carefully and chooses for trial one or more which seem to him most pertinent and promising. (d) He introduces these instructional innovations in such a way as to know rather exactly what he is doing differently. (e) He reassesses the situation periodically in order to know what the consequences of his changed practices are. (See Figure I on page 34.)

### The Superintendent as a Resource to Individuals

Up to this point we have discussed the kind of study, inquiry, and research that an individual teacher might carry on in order to improve instruction. We have stressed the importance of the quality of this process. This quality can vary from casual, impressionistic assessment and action to careful, thoro, and objective inquiry. A great amount of instructional improvement undoubtedly results from this kind of careful study and experimentation by individuals. One thesis of this yearbook is that the research conducted by the teacher to improve his instruction can be improved significantly in quality if the school administrator is willing and able to help. He can be helpful at every stage of the process if he wants to be and knows how.

The individual conference provides an excellent opportunity for the teacher and the administrator to talk to one another in such a way as to help each diagnose his professional difficulty and improve his behavior. Here is part of a conversation between a fifth-grade teacher and her superintendent that helped the teacher see how far her aspirations were from *her own view* of her accomplishments:

SUPERINTENDENT: And the spelling—how's it going?

TEACHER: Oh, fine, I guess. Not the best-loved subject for most of them, but they're learning.

SUPERINTENDENT: They don't seem to enjoy it much, eh?

TEACHER: Hardly. I didn't, either. Did you?

SUPERINTENDENT: Only once, as I remember, was it any fun.

TEACHER: Really?

SUPERINTENDENT: Yes. Only once.

TEACHER: What happened?

SUPERINTENDENT: I think it was in the fourth grade. We had a newspaper.

## THE SUPERINTENDENT AS INSTRUCTIONAL LEADER

TEACHER: Really? In the *fourth* grade?

SUPERINTENDENT: Yes. Probably not much of a newspaper. We got our spelling words from our articles. Quite a list each week.

TEACHER: Hm-m-m. But were they the *right* words for the fourth grade? You know what I mean.

SUPERINTENDENT: I don't remember. We did it all year, tho. I still recall—or I think I do—learning to get the *i*'s and *e*'s straight in *receive* and *believe*. I know I remember being bored by spelling except in that one grade.

TEACHER: It's an interesting idea. I hate to see them bored.

Admittedly this teacher and her superintendent were on friendly terms, which is not unusual. And the superintendent was not being cagey. He talked about a real experience that had been important to him. He talked about it without threatening or criticizing the teacher. She heard the experience in a way that caused her to wonder, maybe not for the first time, whether or not children *had* to be bored by spelling. Dissatisfaction with what she was doing was aroused. This dissatisfaction may or may not have been strong enough to initiate a whole cycle of activities that would result in improvement in her teaching of spelling.

Here is another bit of conversation between an exuberant teacher and a sensitive and wise administrator that helped the teacher temper somewhat her enthusiasm for what she was doing until she got a few facts to judge its worth.

TEACHER: It was wonderful—just wonderful. He recited all thirty verses. Without a mistake. And with so much feeling.

SUPERINTENDENT: You feel good about the youngsters reciting poetry, don't you?

TEACHER: I certainly do. They learn so much.

SUPERINTENDENT: You may be right. What kinds of things do you see them learning, just for example?

TEACHER: Oh, to love good poetry, for one thing.

SUPERINTENDENT: That's well worth learning.

TEACHER: I think so, too.

SUPERINTENDENT: I wish I were sure of a good way of *finding out* whether or not ninth-graders were improving their taste in poetry. I'd like to push them off the limerick level and be sure they stayed off.

TEACHER: I guess I can just tell when they're enjoying it. At least I'm pretty sure I can.

SUPERINTENDENT: It would be interesting to find out whether they read good poetry on their own, wouldn't it?



- TEACHER: Yes, it would. They say they do. Or many of them say that anyway. How else could I find out?
- SUPERINTENDENT: Oh, I'm not sure. It might be interesting to take a look at what they choose during free reading periods.
- TEACHER: That wouldn't be hard, would it?
- SUPERINTENDENT: No. Another thing might be to have them finish an incomplete story about a ninth-grader who, say, "strolled into the library, his studying finished, and went directly to the shelf for. . . ." Some good book on evaluation probably could help here.
- TEACHER: I might do that unfinished story business at the beginning and end of the year.

The superintendent had some ideas about getting evidence, and he passed them on. He did this in such a way as to encourage the teacher to get better evidence regarding the worth of one of her teaching practices. The superintendent himself may have had little faith in memorizing long passages of poetry as a way of teaching appreciation for good literature. He realized, however, that this teacher's belief would be more likely to change if she studied what she was doing than it would if he said he thought she was wrong.<sup>3</sup>

### Cooperative Research and Instructional Improvement

The process of instructional improvement the Commission is recommending is much the same if it is practiced cooperatively by a group rather than by one teacher. When several school people, however, study an instructional situation together in order to improve it, they have a greater variety of resources and talents readily available than does an individual teacher. This almost inevitably results in increasing the likelihood that the change represents improvement.

Another reason, of course, for encouraging the cooperative study of instructional problems is that most improvements in a school's program can be achieved only if a number of individuals change the way they are doing things. In order for these individuals to know what they will have to do, to understand why, and to learn to do what they must do, they should participate in the planning and experimentation out of which the instructional improvement comes.

<sup>3</sup> *Ibid.* Chapter 2 gives some helpful suggestions on conversations, intended by one person to help another analyze and improve his own practices.

A third reason for encouraging a large amount of cooperative research as a basis for instructional improvement is that the introduction of instructional innovations, no matter how carefully done, is always somewhat risky. The exact effects of a change cannot possibly be known in advance of making the change and seeing what happens. When a number of people take these risks together, the hazard for each person is reduced, and the likelihood that mistakes will be anticipated is increased.



*Merely bringing school people together . . . does not  
always result in cooperation.*

Merely bringing together a number of school people concerned with the same instructional problem does not, of course, result in cooperation. Just as is the case with research, what is called cooperation can exist in various degrees. Unless members of a group want to communicate with and help one another and are able to do so, their mere presence in the same room is likely to mean little. Many assume that because they have spent a great deal of time serving on committees or in similar kinds of small work groups, they know how to do it. This assumption gets shaken whenever they start paying close attention to their own feelings and productive behavior in such groups. Instances of inattention, poor com-



munication, hostility, obstructionism, hurt feelings, irresponsibility, and absenteeism are numerous.

In the next chapter we consider in some detail a number of the human relations principles that have much to do with increasing the quality of group work. It is sufficient to say here that a new applied discipline of group dynamics has grown up during the past eight or 10 years as a result of research and speculation by social psychologists who have made it their business to learn about the factors and forces which affect group productivity.<sup>4</sup>

If the approach to the betterment of instruction which we are recommending is to succeed, school people who engage in it must improve along two lines. First, they must acquire more of the understandings, attitudes, and skills that are required if the problem-solving or research process is to be rigorous and systematic. This means they must learn better how to assess or diagnose instructional situations. They must improve the quality and range of their search for changes that give promise of improving unsatisfactory situations. They must increase their ingenuity in introducing these changes in such a way as to make it possible for them to measure their effects. Finally, they must become more sagacious in their generalizing from evaluation data.

The second line along which school people must improve if the approach to instructional improvement recommended by the Commission is to succeed has to do with the process which facilitates group productivity. School people must become more sensitive to what is going on in a group and to what the various individuals in it are hearing, feeling, and doing. They must learn better how to communicate with one another directly. They must learn how to create the kind of psychological atmosphere that supports candor, freedom to try new practices, and the acceptance of responsibility.

### Role of the Instructional Leader

When this cooperative research method of instructional improvement is stressed, the major responsibility of the educational leader—be he a school superintendent, a building principal, or a

<sup>4</sup> See: Benne, Kenneth D., and Muntz, Bozidar. *Human Relations in Curriculum Change*. New York: Dryden Press, 1951. 363 p.

Hare, Alexander, and others. *Small Groups*. New York: Alfred A. Knopf, 1955. 666 p.

Thelen, Herbert A. *Dynamics of Groups at Work*. Chicago: University of Chicago Press, 1955. 379 p.

supervisor—is twofold. First, he must provide for members of his staff the kinds of resources that are required if the cooperative research approach to instructional improvement is to be maximally successful. Second, he must do what he can to see to it that people become increasingly skilful as they engage in the cooperative problem-solving process. This is a training function. It is, we believe, an integral part of the superintendent's responsibility for inservice education.<sup>5</sup>

This conception of the role of the instructional leader is quite different from the one commonly held and practiced. The Commission believes that the status leader must be, primarily, a resource to other individuals and a trainer or teacher. He is not a director of activities nor one who spends his time telling other people what to do. This different role for the instructional leader is not an easy one for several reasons. One reason is that the popular conception of the successful leader in America is someone who himself can assess situations rapidly and successfully and can get other people to do whatever he thinks needs to be done. Another reason is that very few who have leadership responsibilities in public-school systems have themselves been trained in the cooperative research approach to instructional improvement. In too many cases they lack understanding of and commitment to the scientific method of solving practical problems. They have picked up some lore and technics that enable them to get along reasonably well with others, but they know relatively little about social psychology, human relations, and group work. It is almost impossible for them to serve as resources to help members of their staff learn processes that they have not sufficiently experienced or learned themselves.

The role of staff trainer or inservice educator is not a new one for the status leader. For many years he has usually initiated, supported, and influenced whatever inservice training programs there were. These programs most commonly, however, were designed to give the answers to instructional questions, not to teach school people how to study their own problems scientifically and cooperatively in order to do something about them.

We believe the process of cooperative experimentation or cooperative research will be used widely to improve instructional

<sup>5</sup> See: Passow, A. Harry, and others. *Training Curriculum Leaders for Cooperative Research*. New York: Teachers College, Columbia University, 1955. 158 p.



programs only if certain conditions obtain. For example, unless teachers have numerous opportunities to discuss their successes and failures with their superintendent or principal or with one another under circumstances that are relatively nonthreatening, an *esprit de corps* that encourages change is not likely to develop. The administrator has a special responsibility to see to it that working conditions in a school provide for and support frequent informal meetings of professional personnel so that individuals stimulate and teach and support one another.

Another example calling attention to the close relationship between cooperative research as a process of instructional improvement and general working conditions relates to the availability of instructional resources. Teachers are not disposed to try out new materials, to develop their own materials, or to initiate promising methodological innovations unless resources are made available to them. Easy access to mimeographing services and to audio-visual materials, as well as some free time during the day for planning, represent important conditions that facilitate the experimental or research approach to instructional improvement.

In the remainder of this book we set forth our conception of what the status leader can do to support, encourage, and facilitate the cooperative research approach to the improvement of instruction. Chapter Four discusses some of the important human relations considerations that have a bearing upon communication and cooperation whenever two or more people try to work together. In Chapters Five thru Eleven we enunciate a number of conditions that support our recommendations and suggest our view of what the educational leader—superintendent, supervisor, or building principal—can do to support and maintain these conditions. The yearbook concludes with Chapter Twelve which is a discussion of the inservice education of the school administrator. We believe that the roles he must play to facilitate the instructional improvement process, he must largely teach himself to play. At the present time, and with only a few exceptions, advanced programs for the training of school superintendents in major universities do not emphasize sufficiently what the superintendent must do in relation to instructional improvement.<sup>6</sup>

<sup>6</sup> This situation, fortunately, is improving. See: Southwestern Cooperative Program in Educational Administration. *The Role of the Administrator in the Analysis and Improvement of Instruction*. Austin: University of Texas, 1954. 90 p.

## CHAPTER FOUR

### *Personal Relationships*

THE procedure for instructional improvement, stressed in this yearbook and described in Chapter Three, emphasizes cooperative problem-solving or cooperative research. This involves much face-to-face work in conferences of two people or in small groups. As we have said, the extent to which this method of working on the instructional program is productive depends not only upon the research skills of the people involved, but also upon their personal relations—the way they communicate and get along with one another. This becomes evident again and again to school people who try to identify the reasons for successful or unsuccessful interviews or committee work.

No progress is possible, in many instances, because some people are continuously too concerned with seeing that no one gets an advantage over them, or with protecting their own feelings, or with expressing hostility and aggression, or with other kinds of interpersonal conflict. Because these kinds of human relationships interfere seriously with instructional improvement, the Commission decided to include this chapter in the yearbook.

Much has been written for educational leaders about the importance of establishing human relations of a high quality if cooperative work on school problems is to be maximally productive.<sup>1</sup> The Commission is assuming that this point is well made and well taken. Less has been written about some of the basic reasons for human beings reacting to one another in ways that either facilitate or impede cooperative work.

#### Self-Enhancement and Social Behavior

Most of the activities we choose to engage in, and the way we engage in these activities, result from our need to protect or en-

<sup>1</sup> See: American Association of School Administrators, *Staff Relations in School Administration*. Thirty-Third Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1955. 470 p.

Benne, Kenneth, and Muntyan, Bozidar. *Human Relations in Curriculum Change*. New York: Dryden Press, 1951. 363 p.



hance our sense of personal worth or integrity. This strong motive makes us strive continuously to maintain whatever conditions we believe contribute to this self-enhancement and to avoid the conditions that threaten to undermine it. People who feel ill at ease and unsuccessful speaking in public avoid situations in which they will be expected to speak before large groups. Teachers whose relations with children make them feel successful and satisfied seek opportunities to work with children. Superintendents who feel enhanced and successful when their teachers are given major credit for a good school program feel less need for compliments on their own contributions.<sup>2</sup>

As these illustrations imply, different persons have learned to feel enhanced and supported by different kinds of situations and different kinds of behavior. One person might feel exceedingly proud of himself if in a group meeting he is able to demonstrate, by unassailable logic, that his position is strong and good while that of another person is weak and indefensible. Another member of the same group may have learned to feel comparably proud of himself and enhanced psychologically when he has helped another person, who has stated the germ of a good idea awkwardly, to express it more clearly and forcefully. This second person is more likely to help a group move toward the resolution of a problem than is the first person.

The process whereby some of us learn to be proud of a kind of behavior that makes someone else ashamed is, of course, extremely complicated. It is well to keep in mind, though, that the perception most of us have of our own worth is strongly influenced by the way we believe others react to us. Riesman has criticized what he believes to be an exaggerated dependence upon the opinion of others for self-respect.<sup>3</sup> He does not deny, however, that his "self-directed" man is self-directed in respect to the customs of his culture. These customs, of course, are socially established and reinforced.

We differ greatly in the degree to which we are sensitive to the opinions others hold of us and in the degree to which our judgment of our own worth is a reflection of these opinions. We are disposed

<sup>2</sup> The general point of view developed in this chapter about the importance of self-enhancement and the relationship between perception and behavior is consistent with the argument developed in: Snygg, Donald, and Combs, Arthur W. *Individual Behavior*. New York: Harper and Brothers, 1949. 386 p.

<sup>3</sup> See: Riesman, David, and others. *The Lonely Crowd*. New Haven: Yale University Press, 1950. 386 p.

to be most sensitive to the way our behavior is perceived and valued by the intimate, face-to-face groups we belong to and with which we choose to spend a great deal of time. For this reason, social clubs often exert a great influence upon the attitudes and behavior of their members. The tendency toward certain kinds of behavior stereotypes within college fraternities and sororities is a case in point. Our professional group, too, usually exercises a strong influence upon our behavior because we want our professional associates to accept us and think well of us. This is not viewed by the Commission as being necessarily good or bad. It is the kind of fact, however, that enables us to understand better our own behavior as well as the behavior of others.

Whenever we work with other people, particularly in face-to-face situations, we more or less continuously assess the feelings that others have toward our behavior. When our perception of events leads us to believe that our associates respect and like us, and consider our judgments and feelings important, we are able to make a larger fraction of our resources available to deal with whatever task the group is working on. This availability of one's resources for work on the central task is of crucial importance. Because of feelings people have of threat and misery when they believe they are not valued by their associates, they often cannot concentrate on instructional improvement but must concentrate on their own feelings and defenses. Under conditions of stress and hostility, energies and resources are more likely to be used for defense than for productive work.

This observation hardly needs illustrating. Many of us have held back good ideas in a group situation in order that some "opponent" could get deeply involved in a situation that would reflect discredit on him. Many of us, too, having been hurt in a group, know how easily phantasy can take the place of attention and constructive work. Everyone has probably been a member of more than one committee in which it took him several minutes to work up enough courage to make a comment and several minutes more to recover from the effort. When this happens, the interpersonal relations are not conducive to the maximum use of resources on the task the group thinks it is working on.

The members of the Commission believe that good or bad personal relations have these effects on all of us. Desire for dignity, for



self-esteem, and for the respect of others is common to all men—kings, presidents, office boys, superintendents, and classroom teachers. At the core of our personalities we are surprisingly alike. Probably the best single way to find out how another person is feeling when someone else is saying or doing this or that to him is to ask, "How would I feel under similar circumstances?" Raising this question will result in no millenium so far as human relations and group work are concerned, but it probably will result in great improvement.

### Individual Perceptions and Personal Relations

The way we act toward another person in a particular situation is determined by the way we personally and intimately perceive that person and situation *at the time*. This seems self-evident, but, while many of us may nod our heads when we read the words, we have not sufficiently digested the idea to get help from it in our relations with other people. All too frequently we assume that the other person who behaves differently from the way we think he should is bullheaded or purposefully recalcitrant. We cannot understand what he does because we fail to realize that his background, experience, and needs are different from ours. They make him perceive different things and consequently behave in a different way.

Here is an illustration. Two teachers were being interviewed simultaneously by a superintendent who was a man of considerable



*She thought the secretary was making a record of everything said. This made her cautious.*

charm. The two teachers did not know one another very well. One of them was animated, good-natured, and talkative in the interview. The other was quiet and a bit on the defensive. When the interview was over and the teachers were alone together, the talkative one asked the other, "Why were you so quiet?"

The quiet teacher then said, "Did you note that his secretary was taking down everything we were saying?" This proved quite shocking to the talkative teacher. She immediately began to comb her memory trying to recall what she might have said that, if typed out, would give a bad impression. In the interview she had behaved as she did because she perceived the situation as one involving considerable informality and talk, encouraged by a charming man. The teacher who was quiet saw quite different salient things in the situation. She at least thought the secretary was making a record of everything said, and this perception made her cautious and inhibited.

Another illustration: Two sixth-grade teachers were walking down the corridor and they met the principal. He greeted them rather cheerfully and said to both, "How are the arithmetic units coming?"

One smiled and said, "They're coming along just fine." The other said nothing, but looked a bit startled. Later on they talked to one another, and it was clear that their feelings and behavior in relation to the principal differed because they perceived him and his question quite differently.

One teacher heard him saying, "I'm pleased that you are experimenting with those units, and I've heard good things about them. Let me know if I can be of any help." This perception meant that the teacher was supported and encouraged, and she felt good.

The other teacher said to herself, "What has he heard about my arithmetic class? He ought to mind his own business until I ask for his help. I can manage." This perception of the principal, of what he said, and of the larger situation resulted in quite different feelings and reactions on the part of each teacher.

The fact that an individual's behavior depends upon his perception of the situation and the people in it, upon the demands the situation is making of him, and upon the relation of these perceptions and demands to his needs, fears, and anxieties, has a number of interesting implications. One of them is that the only way we can gain any appreciable insight into the reasons for a particular in-



stance of interpersonal behavior is to learn more about the perceptions of the people involved. Teachers behave toward members of a board of education in a way quite different from the way the superintendent does. The reason is that they perceive the members of the board differently, and these different perceptions lead to different behaviors.

Similar perceptions and interpretations of situations and their demands result in similar behavior. It is because of this fact that we so frequently are able to recognize the members of certain professions. Their training and aspirations have taught them, in a general way, to see much the same meaning in many situations. Therefore they behave similarly. Medical doctors, for example, have somewhat the same mannerisms and dress somewhat alike. The similarity of their behavior in the operating room has become so well known as to make it easy to caricature in motion pictures and on television. Under most circumstances, especially if we are proud of our group, we are enhanced psychologically when our dress, mannerisms, or speech clearly indicate we belong to it. Even when we do not take pride in membership and would like to be considered somewhat better, our behavior often gives us away. "You could tell he was a professor a mile away."

Knowing about the relationship between individual perceptions of situations and behavior provides a helpful hint of something that might be done to reduce the variety of behavior, particularly in human relations situations. The hint, of course, is that if people have a chance to engage in activities or live thru experiences *together*, their perceptions become more nearly alike and their behavior more nearly comparable. A superintendent, for example, may be dissatisfied with the social studies program in the senior high school. He is dissatisfied because certain experiences he has had led him to perceive and evaluate the social studies program unfavorably. Whether or not he is right is beside the point. To the degree, however, that he can arrange for members of the social studies staff to engage in some of the significant activities that have influenced his perceptions and evaluations, the likelihood is increased that the variation in interpretation and value judgment between him and the social studies teaching staff will be reduced. The chance is much less that any reduction will result from arguments or attempts to force conformity.

## Right and Good at the Time

One of the important principles of human social behavior has ethical overtones. All of us, at the time we act and, given our perception of the situation and its demands, do what, in the light of these perceptions, is the right and good and just thing to do. This observation takes a bit of understanding. Frequently any one of us will say, to himself usually, and almost immediately after he has made a mistake in a group, "I wish I hadn't said that. It certainly was the wrong thing to say." What this means, however, is that in the short interval after the comment was made, or even during the making of it, the speaker added to or modified his perception of the situation and felt that he made a mistake. When the statement was made, however, it was not viewed by him as erroneous or wrong. Had it been, he would not have made it.

This principle probably is made no more acceptable by great elaboration of it. It does serve, however, to reduce the temptation to treat an individual who has done something we believe wrong as if he *intentionally* behaved badly. This interpretation leads to blame and to direct or indirect scolding, and neither of these improves personal relations.

## Implications for the Educational Leader

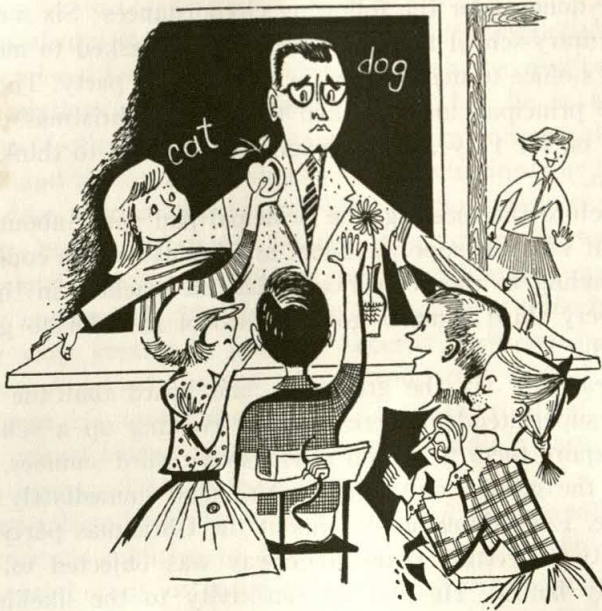
In the judgment of the Commission, these ideas about human motivation and human behavior have interesting implications for things that the superintendent or other educational leader might do to improve the quality of staff personal relations. This improvement, we believe, will almost inevitably result in the development of a better instructional program.

### *Sitting in the Other Person's Place*

The first implication is that of trying to sit in the place of the other person. If his behavior is determined by the way he perceives the situation, the only way to understand his behavior is to try to perceive the situation as he does. Sitting in the other person's place is not easy, but anybody can do better at it if he tries. A good slogan for every school administrator to have on his desk is, "Try it on yourself first." To try it on yourself first means that you will



try to put yourself in the place of the person with whom you are dealing. If every superintendent in advance of a personal conference, or in advance of participating in some group discussion, could take just a few minutes to put himself in the place of a particular staff member or other members of the group and try to ascertain



*. . . try to sit in the place of the other person.*

how they would feel if certain things were said, many personal relations mistakes would be avoided.

### *Freedom To Express Real Meanings*

Another implication of these observations about personal relations calls attention to the importance of a psychological atmosphere that makes it easier for people to express the real meanings they see in situations of which they are a part. If a superintendent or other educational leader is working with a group of teachers and for some reason the teachers are afraid or unwilling to say what really is on their minds, the leader is unable to take into account some important realities. If he must make decisions without know-

ing these realities, he can make serious mistakes. If he can establish or help to establish an organization that *facilitates* free expression (see Chapter Ten), his judgments will be improved in quality.

The difficulties resulting from a fear to speak out are often illustrated in staff meetings. One human relations training group was practicing different kinds of behavior in order to learn what might be done under the following circumstances: Six members of an elementary-school teaching staff had been asked to meet in the principal's office to make plans for a Christmas party. The teachers liked the principal, and he liked them. The Christmas party had been put on for 15 years, and everybody seemed to think it was a good idea.

Just before the meeting, the principal had spent about an hour and a half with the superintendent arguing as best he could against recommending to the schoolboard that all teachers in the system spend every third summer going to school in order to get salary increments.

The teachers, via the grapevine, had heard that the principal and the superintendent were *together* cooking up a scheme that would require them to attend school every third summer.

When the group convened, the principal immediately ran into resistance. Everything he said about the Christmas party and the desirability of getting plans underway was objected to. He was completely baffled. He had no sensitivity to the likelihood that something other than the overt issue was motivating the teachers' remarks. He argued and argued and became increasingly ill tempered and finally adjourned the meeting for two days, telling the teachers to think about their point of view because the party had to go on and this was going to be the committee.

Had these teachers felt free to state what the real block was, it could have been cleared up immediately. Had the principal been sufficiently sensitive to interpersonal relations to realize that there was something at issue besides the Christmas party, he might have helped these meanings get out into the open.

In conference sessions, however, many of us do not express with candor the ideas that we have about this or that issue because we have learned that such candor frequently leads to retribution and punitive behavior by people who have the power to punish. Even the superintendent whose desire for relative candor in group meetings



is honest and strong must prove, and probably overprove, his sincerity. Many people in the group may have had experience with other status leaders who were not sufficiently secure and not in sufficiently close touch with reality to want to hear the truth.

### The Leader Sets the Norms

It is not always easy to keep in mind that the superintendent or other educational leader does much to establish the group norms of personal relations. When he demonstrates that he is genuinely considerate of other people, that he values them and considers them important and does not punish expressed reflections on his judgment, he does a great deal to establish an atmosphere that makes for better human relations thruout the school system. This kind of behavior on the part of the educational leader, however, is not easily engaged in. Superintendents are like everybody else in that they vary greatly in personal security, self-confidence, and self-respect. A superintendent who is somewhat fearful and has doubts about his own capacity and is sensitive about his own judgment *cannot* behave in such a way as to make it easy for other people to express themselves candidly.

The time will undoubtedly come when school systems will employ, as an important addition to the central staff, a person who has made a special study of social psychology, particularly as it contributes to a better understanding of human relations and the conditions that must obtain for productive group work. As was indicated in Chapter Three, this should represent a type of expertness that the status leaders in education might themselves develop. They, however, are in positions of power that make it difficult for them to learn just "what the score is" within a school system so far as personal relationships and morale are concerned.

### Human Relations Training

Within the past 15 years great strides have been taken in developing programs of human relations training. Many school systems have encouraged and supported human relations workshops. A number of universities have established centers for human relations training. The professional literature on the school super-

intendency is reflecting increased concern for the importance of human relations. It is conceivable and probably true that many of the basic dispositions and personality characteristics that assist a superintendent in establishing good personal relations have been learned long before any decision to become a school superintendent is reached. This means that the problem of selecting people who will be effective superintendents is as great and probably more crucial than the training of superintendents. Be that as it may, the Commission gives attention in Chapter Twelve to certain kinds of in-service education activities for superintendents which might facilitate their development of sensitivities, understandings, and skills to the end that their own interpersonal relationships with the members of their staffs will be improved.<sup>4</sup>

<sup>4</sup> One report of a program of training designed to assist instructional leaders develop the sensitivities and skills necessary for cooperative research has been published by the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University: Passow, A. Harry, and others. *Training Curriculum Leaders for Cooperative Research*. New York: Teachers College, Columbia University, 1955. 158 p.



## CHAPTER FIVE

### *Personnel Practices*

THE previous chapter emphasizes the importance of good personal relations among the members of the school staff and the role of the leader in building the kinds of human relations that contribute to the improvement of teaching and learning. The present chapter deals with personnel practices and their effect on staff morale. The Commission believes that when personnel practices contribute to high teacher morale, instruction is improved; when they undermine or lower teacher morale, instruction is harmed. The development of good personnel practices requires painstaking work, discriminating judgment, and more than ordinary skill in human relations.

#### **Instructional Improvement and Personnel Practices**

It would be possible for a school administrator or a central staff to draw up theoretically sound personnel practices and present them as directives for all concerned. But it is the conviction of this Commission that high morale and team spirit will result only when the staff members have had full opportunity to participate in the co-operative formulation of personnel practices and procedures that will affect their work and welfare.

Any real improvement in the educational program comes through the improvement of classroom teachers. Any practice that contributes to the competence and security of classroom teachers is reflected in better teaching and learning. A sense of personal growth and a feeling of satisfaction derived from one's work are key factors in good morale and self-improvement.

The superintendent who wishes to maintain high teacher morale gives proper consideration to the recommendations of all types of teachers' committees. A sure way to lower morale is to fail to take seriously the studied proposals of groups of teachers who are led to believe they are taking part in a significant task and not merely engaging in busywork. Such groups have the right to know what

action, if any, has resulted from the consideration of their proposals, and they are entitled to a reasonable explanation of why such action was taken.

### Importance of Clear Personnel Policies

*Policies should be formulated and adopted as guides to action when any problem or situation is recurring or when it involves more than one individual.* Policies make it possible to operate on the same basis in similar situations and to treat all staff members with the same consideration under similar circumstances.

Sound policies are arrived at cooperatively, after careful study, and with proper staff participation. Possible alternatives are considered, and desirable compromises are made when necessary. After policies have been agreed upon and adopted officially, all concerned are adequately informed about them. Good communication, in this case, is imperative.

Clear-cut arguments for establishing personnel practices on a firm policy basis are: (a) Policies make possible the safe delegation of responsibility; they provide a means of getting things done by making it unnecessary for the whole organization to mark time until the personnel learns how the chief administrator feels about each particular situation or problem. (b) They systematize operation by preventing every issue from becoming a headache. (c) They protect the superintendent and the board of education from undue pressures by serving as shields against hasty, ill-considered decisions and actions. (d) They tend to fix responsibility by eliminating personalities from procedural decisions. (e) They eliminate those few individuals who consistently refuse to go thru necessary channels by making continued policy violation a valid basis for dismissal. (f) They make it possible to avoid favoritism and its unfortunate consequences. (g) They utilize constructively the authority of board members and administrators.

The alternative to reliance upon sound policies is decision by whim, expediency, or pressure. The school administrator simply either operates upon principles and policies or caters to personalities and politics.

Sometimes the individual personality is lost or hurt in the established machinery of policies relating to personnel practices. While



rules and routines are necessary for systematic, efficient operation, protection of good human relations is also desirable.

This means that policies are not established merely for the sake of having policies. It is probable that few policies are so clear, comprehensive, and fair that they serve all cases coming under them with equal justice and effectiveness. A policy that no longer serves its intended purpose should be rescinded or changed. On occasion an unusual situation makes it desirable to depart from an existing policy that serves its purpose well most of the time. For example, some schoolboards, on the recommendation of the superintendent, may deviate on rare occasions from an existing policy. Where there are extenuating circumstances, boards do so with the clear understanding that such temporary deviation from policy does not constitute a precedent. This provides some flexibility. However, other schoolboards never deviate from an existing policy but rather modify it if circumstances warrant. The best way to make certain that the policies are fair in protecting both the individual staff member and the school system is to involve staff members in a cooperative approach to the problems at hand, as described in Chapter Three. This likewise necessitates a continuous appraisal of the principles upon which the policies are based.

Before leaving the matter of policy, it might be helpful to report how one school system actually involved its staff in the formulation of policies relating to the granting of sabbatical leaves to certificated personnel. In this district, an advisory council of representative personnel had been formed several years before. The council had placed suggestion boxes in strategic locations and had urged staff members to suggest ideas for improving the school system and its program. One suggestion was that some consideration be given to the granting of sabbatical leave under existing state law. The law was permissive but the local board had not had occasion to consider the problem as no one had pushed the matter. The chairman of the advisory council presented to the superintendent the council's proposal that the problem be studied. The superintendent invited the council to form a committee of staff members with one of the assistant superintendents serving as a consultant on legal matters.

After thoro study and deliberation, the committee formulated a statement of policies and presented it to the advisory council. After

making minor changes, the council chairman presented the report to the superintendent who in turn outlined the proposals to his administrative cabinet. With cabinet approval, the superintendent asked the advisory council to submit the proposed policies to all certificated personnel for review. Several suggestions were offered for improvement. After staff approval, the superintendent recommended to the board that the district embark upon the policy of granting sabbatical leave in accordance with state law. After explaining the reasons for his recommendation, he submitted the policy statement that had been prepared by the advisory council. The board adopted the policies. The policies set forth the maximum number of staff members who might take sabbatical leave at any one time, the amount of salary to be allowed, approved ways of using the time spent on sabbatical leave, the deadline for submitting applications for such leave, and so on. The justification for the granting of sabbatical leave was that it would contribute to better instruction.

### Personnel Practices That Contribute Directly to Instructional Improvement

Personnel practices must be developed for every major phase of administration that involves the work and welfare of staff members, from initial employment of the staff member to his ultimate retirement from service. Some personnel practices affect the instructional program directly: the selection, assignment, orientation, and in-service education of personnel; the teaching load; the provision of substitute teachers; and the promotion, rating, and evaluation of personnel. Other personnel practices that affect teaching and learning perhaps indirectly are those relating to salaries, sick leave, sabbatical leave, transfers, tenure, and retirement. The *Thirty-Third Yearbook of the Association*<sup>1</sup> contains a wealth of material on the important role of workable personnel practices and procedures in these areas.

This chapter focuses upon some of those personnel practices which are potentially important in the improvement of instruction. Illustrations and examples from school systems emphasize the super-

<sup>1</sup> American Association of School Administrators, *Staff Relations in School Administration*. Thirty-Third Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1955. 470 p.



intendent's leadership in the cooperative development of such practices.

### *Selection of Teaching Personnel*

The superintendent contributes to the development of an instructional program of high quality when he selects competent teaching personnel. No other duty of the administrator is more important than that of insuring that the children and youth of his community will be taught by teachers of intelligence, integrity, and pleasing personality. Of course, in order to do their best teaching, even the most successful teachers must work in an environment of good human relations where personnel practices are fair, competent teaching is recognized and appreciated, and inservice activities and necessary resources provide opportunity for professional growth.

The selection of personnel is a professional task, and because of his professional preparation, his educational experience, and his position of responsibility, the superintendent is usually responsible for selecting personnel. In practice, this means the superintendent nominates candidates for positions and the board appoints.

The employment policies of a school district require an analysis of each type of position to be filled and a determination of the specific qualifications desired in the candidates. Every effort is made to secure the most competent teachers available irrespective of sex, residence, race, religion, or marital status. Employment policies are made known to the public and are applied impartially to all candidates.

The administrator who desires to select personnel strictly on the basis of merit will usually have the support of his board in the development of proper employment policies. To do this effectively, however, will involve the participation of representative administrators, supervisors, classroom teachers, and perhaps lay people, not only in the formulation of policy but also in the process of appraisal and selection.

To many school administrators, like John Jones, who serve school districts of not more than 500 pupils, the problem of selecting competent teachers has seemed relatively simple. But within the last 10 years it has not been at all uncommon for the enrolment of small school districts to have increased 400 percent. Delegation of responsibility in such cases has become imperative. Superintendents

have discovered that involvement of other staff members in the selection and assignment of personnel has helped to obtain better teachers and has aided in the upgrading of seasoned teachers on the staff.

In the Bellflower Unified School District, California, committees are set up to interview all teachers who seek employment. Normally a committee is composed of an assistant superintendent, a building principal, and a classroom teacher. The assistant superintendent meets with all committees. Teacher and principal personnel differ for various grade levels. Teacher representatives, chosen by the local education association, consider the responsibility one of trust and honor. Naturally, this practice takes time but it has come to have high priority thruout the system.

Reported among the merits of this practice are the morale-building psychological advantages of members of the profession interviewing and being interviewed by other teachers. Even more important are the direct contributions to the improvement of instruction. Teachers can be more critical and at the same time perhaps more understanding of other teachers than are administrators and supervisors. They consider many factors of teaching effectiveness which are likely to escape those farther removed from the classroom. At the same time they tend to examine their own methods as well as the administrative problems relating to good classroom practices.

As the school district grows, the alert superintendent grows in his understanding of the process of cooperative selection and assignment of teachers. He knows in retrospect that whether the school district is large or small, the basic principles of operation are the same. He concludes that criteria for selection could have been developed cooperatively at least as easily with 20 teachers as with 80. He now knows that a teacher who interviews prospective teachers tends to examine his own qualifications. He knows, too, that the leavening process of a teacher on a selection and assignment committee actually provides better teachers for the rapidly growing number of classrooms.

Many school districts have taken tremendous strides within the past 10 years. So have their superintendents. The Commission recommends that more of the John Joneses who head school systems experiment similarly in improving their practices for the selection of personnel as a means of improving instruction.



### *Assignment of Personnel*

An important factor in building morale and thus contributing to good instruction is the proper placement of personnel. Too often the newly employed teacher finds it necessary to resort to time-consuming and disheartening trial-and-error methods in meeting problems on which he is entitled to some initial assistance.

A candidate for a position wants to know what his new job consists of, who his principal will be, what kind of neighborhood the school is in, and the specific grade or subject he will be expected to teach. It will serve the best interests of both the new teacher and the school system to respect his teaching preferences whenever possible.

In addition to the teacher's academic qualifications, the administrator needs to keep in mind such factors as community mores, the educational philosophy of the principal, and the type of student body in order that each teacher may be assigned where he may make his greatest possible contribution to the educational program of the school district.

Because there is perhaps nothing more conducive to teaching success than a good beginning, new teachers as a rule are not given the more difficult assignments. It is usually better for experienced teachers to handle the exceptionally large classes and the classes with many problem children.

Wherever there is the possibility of special problems arising, assignments are worked out cooperatively. The principal, other appropriate staff members, and the classroom teacher agree on the assignment. This makes it possible to give consideration to the teacher's qualifications and desires as well as to factors in the environment that must be taken into account. Sometimes when a teacher has failed or has had only mediocre success in one position, he has been successful when assigned to another position or school. It is well on occasion to give a teacher another chance before dismissing him from the school system. On other occasions, common sense determines that a person who is obviously unable to teach effectively be dismissed as soon as possible. Greater care exercised in the selection of personnel will tend to reduce the number of such extreme cases to a minimum. In any event every fair effort is made to salvage and improve an unsatisfactory teacher, but when it be-

comes necessary to dismiss him for the welfare of the school system, such dismissal is handled in a professional manner.

Some local teachers associations and the ethics commissions of state associations render high quality professional service in dealing with such problems. For example, at the invitation of the superintendent, the local teachers association selects two able, experienced teachers to assist in the program. Each one visits half the teachers who are to be considered for permanent assignment. The assistant superintendent, who has responsibility for personnel, and a second central office staff member visit all tenure candidates. Thus the two teacher representatives, the assistant superintendent, and the second central office person become the district's tenure committee.

At the time of final decision a separate conference is held on each tenure candidate. The committee considering permanent assignments meets with the principal or principals with whom the probationary teacher has served during his three-year period in the district. This enlarged committee studies all evaluation forms completed by the principals. On the basis of the forms and the composite opinion of the total committee, final administrative decision is reached concerning recommendation for tenure. The transfer of teachers to other schools in the same district is worked out in the same cooperative manner. In all these deliberations the teacher participant is an active and respected committee member. This again emphasizes the desirability of the superintendent using the cooperative approach in the solution of problems.

### *Orientation of New Personnel*

Closely related to the assignment of personnel is the task of orientation. Forward-looking school systems regard a good program of orientation as an important phase of inservice education. Orientation programs help reduce the suspense and insecurity that go with a new job and thus give teachers a feeling of immediately belonging.

Obviously a teacher's classroom instruction is effective to the degree that he becomes well versed with the school system and the community, and with their history and resources.

One of the best known orientation programs is that of Portland, Oregon. The program is described in some detail in the Thirty-Third Yearbook of the Association.<sup>2</sup> The induction program at

<sup>2</sup> *Ibid.*, p. 118-19.



Tulsa, Oklahoma, also illustrates the high degree of teamwork involved in the process of helping new personnel become effective and informed staff members.<sup>3</sup>

Typical of the smaller forward-looking school systems is the orientation program conducted by the Temple City Unified School District in California. Several days before the opening of school, the teachers association invites all new personnel to be guests at a breakfast meeting. The superintendent and his administrative staff serve the meal. After breakfast, the first professional meeting of the year is held. This meeting always centers around the theme



*The superintendent and his staff serve the meal.*

of how Temple City teachers feel about the children and youth in the district's schools. It is a warm and friendly meeting featuring an outside consultant who has visited the district and who is acquainted with and understands the students.

At lunch no special program is planned. New teachers are individually invited by small groups of older personnel to visit leisurely over a meal at some nearby restaurant where the atmosphere is relaxed and unstrained.

<sup>3</sup> National Education Association, Research Division, and American Association of School Administrators. *Teacher Orientation Programs in City School Systems*. Educational Research Service Circular No. 8, 1952. Washington, D. C.: the Association, September 1952. p. 16-17. (Offset)

Between 1 and 3 o'clock, building meetings are held in each school in the district. Following these get-acquainted sessions, a progressive tea is held. There is a swimming pool at one home, a movie at the home of a Disneyland employee, refreshments at the home of one of the parents, and games in the garden patio of another patron of the school.

The next day the new teacher meets with other teachers in his building who teach at the same grade level or who have the same subject-field assignment. In the afternoon, his fellow teachers conduct a bus tour of the school district.

On the third day of orientation, the new teacher is helped to learn all the routine procedures followed by the teachers in his building. Attendance forms, time schedules, reporting devices, the securing of audio-visual and other services from the office of the county superintendent of schools, and other uniform practices are interpreted to the new teacher who has already read about these procedures in the handbook developed by the teachers and the administrative staff.

Good instructional practices do not wait for the new teacher to grope his way thru a new situation. They begin with a teacher who feels at home, who knows procedural practices, who is oriented to the philosophy of the district, and who knows that new problems which arise will be met by an early established confidence and by a continuing program of inservice education.

The orientation of new personnel offers many opportunities for school superintendents to enlist the cooperation of staff members and lay people in studying and experimenting with better ways of introducing new employees to their work in a way that will enhance teaching and learning.

John Jones and his fellow superintendents will find many helpful pointers on orientation practices in the little booklet published by the American Association of School Administrators entitled *Off to a Good Start: Teacher Orientation*.<sup>4</sup>

### *Teaching Load*

There has been a general trend in America toward a reduction in the workweek. Labor, industry, and government have regarded 40 hours a week as a normal work load, but as the result of tech-

<sup>4</sup> American Association of School Administrators. *Off to a Good Start: Teacher Orientation*. Washington, D. C.: the Association, a department of the National Education Association, May 1956. 24 p.



nological developments and automation, there is considerable discussion now about reducing the workweek further.

Because schools operate five days a week and the average person has the notion that teachers work from about 9 o'clock in the morning to 4 o'clock in the afternoon, little attention outside the profession has been given to the problem of teaching load. In the days when teaching emphasis was largely on memory work, pupil-teacher ratio was less important than it is today when the individual differences of pupils must be considered. Teaching load undoubtedly has a direct relationship to quality of instruction.

It is difficult for people to agree on what constitutes a reasonable work load, and it is even more difficult for them to agree on what should be done to reduce it. Furthermore, the tendency to add numerous nonteaching duties to the teachers' already heavy work load may seriously impair the quality of instruction.

Some school systems have concentrated their attempts to solve the problem on the number of class periods or on the total number of pupils taught. Others, taking into account extra duties and responsibilities beyond classroom instruction, have allowed extra compensation for extra duties or have decreased the total teaching load. The granting of extra pay is full of pitfalls and has often created as many problems as it has solved. Some school systems have defined standard teaching loads in terms of a point total and have assigned point allowances for each type of responsibility. In spite of the many attempts to solve the problem, our knowledge of how to distribute work loads equitably is still limited. Classroom teachers and administrators must continue working toward better answers to this problem.

One widely advertised project to help the teacher concentrate more on the real job of teaching has been sponsored by the Central Michigan College in the schools of Bay City.<sup>5</sup> Now in its fourth year, it has attracted the attention of many professional educators and laymen. The stated purposes of this project show some confusion between the development of emergency measures to take care of teacher shortages and expanded enrolments and experimentation with means for improving instruction. Recognizing that the average teacher's job includes many kinds of time-consuming ac-

<sup>5</sup> Central Michigan College, Special Studies Department. *A Cooperative Study for the Better Utilization of Teacher Competencies*. Mt. Pleasant: the College, 1953. 32 p.

tivities, some of which are more closely related to instruction than are others, the project staff studied use of teacher aides in the classroom.

Selected, trained, and given special certificates as aides, these helpers are paid at the basic unskilled labor rate in the community. Routine tasks are performed by the teacher aide on the assumption that the classroom teacher can utilize her own competencies in instruction more effectively. Correcting tests, taking the roll, giving first aid, and operating the movie projector are a few of the responsibilities assumed by the helper.

While some preliminary reports of the teacher-aide project seem impressive, significant questions have been raised with respect to the basic principle as well as to the specifics of demonstration itself.<sup>6</sup> Some contend, for example, that many of the teacher's so-called housekeeping jobs are an integral part of teaching and that these experiences might be most meaningful under the expert guidance of one teacher with small groups. Many educators fear that increased adult supervision in the classroom will tend to destroy some of the close interpersonal relationships that now exist, particularly if class size is increased. However, all responsible attempts to improve educational practice are to be encouraged, and many members of the teaching profession will await with interest further reports on this experiment with teacher aides.

Superintendents and principals face the grave responsibility of eliminating many of the countless interruptions that interfere with good teaching. They need to work harder at freeing teachers from many routine details which are somewhat remote from instruction and which consume much of the teacher's time.

In some school systems, teachers have made effective use of "pupil assistants" selected from the more able members of the class and changed from time to time to give more pupils a chance to participate. Carefully planned, this scheme may have some merit in serving several purposes: giving teachers some assistance in carrying out essential routine duties, giving responsible work experience to the pupils participating, and even serving as an indirect means for the later recruitment of able young people into the teaching profession.

<sup>6</sup> Park, Charles B., and others. "The Bay City, Michigan, Experiment." (Symposium) *Journal of Teacher Education* 7: 99-147; June 1956.



Other school systems have tried to solve the problem by providing more secretarial and clerical help in the central office for assisting teachers with typing, mimeographing, and related tasks.

Additional helps for the teacher and a more nearly equitable salary for competent professional personnel require more financial support for education. However, the economy of this nation continually gains strength from its well-informed and economically competent citizens. This economy can well afford to plow back a fair share of support into human resources for the future. Continued improvement of the economy depends on continued improvement of education. Maintaining our high level of educational development depends on providing a good learning environment for pupils. A lighter teaching load can improve instruction, but it will take more money. The provision of an ever-improving learning environment for all pupils is a challenge to our society to return to education its fair and necessary share of the national income.

### *Substitute Teachers*

The welfare of pupils demands that the classes of absent teachers be taught by the best substitutes that can be employed. Likewise, the morale of the regular teacher is much better if he knows that his work will proceed with as little loss as possible to the pupils during his absence. John Jones is only one of many school superintendents not recognizing the importance of this problem.

The program of providing competent substitutes should be administered as carefully as the selection of regular teachers. Every school system should develop policies and procedures that will result in the recruitment of adequate and qualified substitute personnel, in the establishment of sound salary plans for substitutes, and in assisting the substitute to do the best possible teaching job.

At the beginning of the school year, it is obvious that each regular substitute needs to be provided a copy of the course of study, a list of rules and regulations of the school system, and other information governing substitute-teacher service. The alert principal, in cooperation with his entire teaching staff, works out the procedures necessary for aiding the substitutes, such as making the textbooks and the daily program readily available. So far as possible, every effort is made to insure that the substitute is able to step in at a moment's notice and to do a creditable professional job.

Some school systems maintain two lists of substitutes. The first is a group of preferred substitutes who may be given assignments frequently or for large blocks of time. The second group consists of those on a general list who are available to help on occasion. Careful advance planning in setting up an adequate supply of substitute teachers protects pupils from those who should not be teaching.

Substitute teachers need orientation and inservice opportunities the same as regular teachers if they are to give their best services to pupils. The thinking that surrounds the word *substitute* must be eliminated, and the educational qualifications of these important teachers must be upgraded. Some school systems have taken steps in meeting these problems by carefully planning recruitment, selection, assignment, orientation, and inservice education. They consider equally applicable to this group of teachers the salary rates and other benefits usually accruing to the profession.

While good teachers must be selected, properly assigned, and helped to adjust to the routine of these assignments, they must also have a well-defined instructional program and appropriate materials for contributing to this program. A recent issue of the *NEA Research Bulletin* provides much current information on the problems of today's substitute teachers.<sup>7</sup> Some of this information is repeated in the next few paragraphs.

Nearly all regular teachers in urban school systems are paid on the basis of salary schedules that provide increments for training and experience. Paying higher salaries to better trained and more experienced teachers has become accepted as one of the best means of building and holding a superior teaching staff. Yet, the great majority of urban school systems pay all substitutes the same per-diem rate regardless of education or experience or any other consideration. This means that in the typical urban school system, a substitute with two years of college education and no experience is paid the same amount for a day's work as a substitute with a master's degree and 20 years of experience.

On the basis of actual practices reported, 1 in every 5 substitute teachers teaches fewer than 10 days during the year. In reporting on their most recent assignments, only 25 percent of the substitute

<sup>7</sup> National Education Association, Research Division. "Substitute Teachers in the Public Schools, 1953-54." *Research Bulletin* 33: 3-55; February 1955.



teachers said that they were given any information regarding the routines and schedules of the schools in which they taught. More likely than not, they found no lesson plans, no information regarding pupils, and no classroom management details. On short notice, they were expected to occupy the post of the regular teacher and at least to maintain order thruout the day. Fewer than 3 in 100 school systems gave credit for both training and experience in the payment of their salaries; such privileges as retirement benefits, tenure, contracts, and a guaranteed quantity of work were the exception.

If instruction is to be of high quality on the days when the regular teacher is not present, the teacher who steps in to fill the position must be made a real part of the educational program. For example, in Los Angeles County where many school districts cooperate with the office of the county superintendent of schools on curriculum development committees, regular substitute teachers are employed to fill the position of the teacher who works on these committees. Some teachers may be released for such activities one-half day in alternate weeks for a period of time extending up to a year. Others work more intensively for a shorter time. The regular substitute teacher thus plays a dual role in the improvement of education. In carrying on the regular activities of the classroom, she works closely with the teacher whose position she fills, and she is, along with other teachers in the school, a continuing resource person with whom the teacher serving on a committee consults concerning the practicability of ideas and plans which that committee develops.

In the Santa Monica, California, school system the administrative staff has the major responsibility for recruitment, assignment, and inservice education of these staff members. It draws heavily on all staff members for the development of materials for teachers who fill the position of an absent teacher.

All substitute teachers meet with the superintendent and the principals before the opening of school. Each teacher is counseled to look at her qualifications from the standpoint of at least three grade levels or three subject areas of competence. Intensive training, with the help of teachers and supervisors, is given to develop teachers' kits for specific grade levels and subjectmatter fields.

Unique materials are contained in these kits, materials which students have not seen before—arithmetic games, books to be read,

records on rhythm. The director of music assumes the responsibility of working with teachers on the development of one such kit, the director of art on another, and the supervisor of social studies, for example, on still another.

The teacher who is called to meet emergencies thus has plans and materials on hand. She has, too, the schedules and routines of the school to which she is assigned. By previous orientation and by inservice training, she is part of the team. Good instructional practices continue in the absence of the regular teachers.

If John Jones and his staff had cooperatively developed in advance a permanent corps of available substitute teachers, the last-minute emergency of classrooms without teachers might have been avoided and consequently another annoying pressure would have been eliminated.

### *Promotions*

To obtain the best qualified persons to fill positions of an administrative or supervisory nature and to maintain high morale among professional personnel, the competent superintendent plans for the development of a basic policy for promotions. However, there is an even greater need to devise ways of recognizing unusual teaching talent. Recognition is perhaps a better concept than promotion. Teaching talent should be used in the best possible manner. Opportunities should be sought for assigning outstanding teachers to greater responsibilities with better pay without necessarily making supervisors or administrators out of them.

The master teacher is not necessarily an administrator or supervisor by training or by natural qualifications. Outstanding classroom teachers who may become mediocre administrators are lost to children. Children suffer doubly by the loss of an excellent teacher and by having their teacher supervised by an inadequate administrator.

In larger systems outstanding teachers might be recognized as department heads, special assistants, or consultants in their areas of competence. Even in small systems like that superintended by John Jones, a superior teacher may be made the chairman of mathematics or the chairman of fourth-grade teachers, for example.

Different methods for determining advancement in salary have been tried with varying degrees of success. These rewards are



based on one or more such factors as the rating of administrators, other teachers, and students; academic training; professional in-service education credits earned; examinations; and years of service. These methods may cause friction unless they are properly understood and administered. Certainly, wise promotion takes into account education and experience as well as evaluation reports on quality of service rendered. Sound specifications for an administrative or supervisory position include all the qualities necessary to fulfill the job.



*Recognition of superior service may be offered in many ways.*

In some school systems the problem of advancement and promotion has been explained to the total staff and studied by a professional standards committee appointed by the teachers organization, which in turn has presented a recommendation of policy to the administration for adoption by the board of education. However, in the final analysis, the superintendent recommends for a new position the best person for the job even tho it may be necessary at times to go outside the system to find the proper person. Con-

comitant with this responsibility is the obligation to have complete understanding and support of the policy so that friction and jealousies are eliminated and the interest of children is kept paramount.

Recognition of achievement and maximum utilization of abilities have been considered by many school systems more important matters of personnel policy than the narrower concept of reward thru assignment to administrative responsibilities. Recognition may be offered thru expressions of appreciation; thru notes of commendation; thru publicity mediums such as press, radio, and television; and thru opportunities for enhancement of a staff's role in community service.

In other words, promotion is not limited to financial and administrative considerations. It involves, as well, the sociological and psychological rewards of a job well done. Certainly John Jones could do these things to help teachers feel their work is appreciated; this might stimulate them to become even better teachers.

Some directors of personnel say that their responsibilities include providing a "cycle of growth" for every staff member. For most teachers this cycle of growth includes such "promotions" as salary increments and other financial benefits along with many provisions for inservice growth. A few teachers develop so well with rich opportunities for inservice education that they are utilized best in working full time with less experienced teachers in upgrading instructional practices.

In Santa Monica, California, five master teachers provide materials, aids, methods, and inspiration for other teachers. Their rooms serve as distribution stations for classroom materials. If these consultant-teachers see some excellent materials in one school, they may reproduce them for use in other schools. Altho they have no regular classes, they maintain classrooms with outstanding environment for the grade levels they serve. As the room environment changes, teachers are invited to see the new ideas which have been developed and to make materials for their own classes. This room is really a laboratory in which teachers select and construct materials, develop procedures, and gain new insight into methods of working more effectively with their pupils.

Teacher-consultants are employed at three levels in the elementary school—primary, middle, and upper grades. At the secondary



level, their function is performed by coordinators in the junior and senior high schools. At all levels, the master teachers utilize their abilities to the maximum and thus, thru a wise system of promotion or recognition, contribute their best to the instructional process.

Jefferson County, Colorado, annually grants 10 awards to teachers for outstanding service. These awards of \$250 apply toward summer-school attendance or approved summer workshops. But greater than the monetary reward is the recognition of a job well done.

John Jones and his fellow superintendents would do well to pay more attention to the example set by business and industry in the way they recognize their employees for long years of service or outstanding achievement. If good employees in industry receive citations, awards, plaques, and scrolls for outstanding competence, should not a fine teacher receive similar recognition? Industry believes such recognition makes better employees. This may be one way to encourage better instruction.

### *Rating and Evaluation*

No aspect of personnel practice can contribute more to, or interfere more with, growth and morale of the staff than rating and evaluation. Mishandled, this part of the educational program may become most damaging to teachers, administrators, students, and to the entire school community. Whenever morale is weakened, instruction tends to deteriorate.

The school administrator is faced on one hand with the obligation to the community for recommending the continued employment of effective teachers of children and youth. Clear-cut decisions on this responsibility cannot be avoided. At the same time, the superintendent has the professional responsibility of providing such rich opportunities for growth that each recruit to the profession will have every possible opportunity to become a successful teacher. Superintendents have found that these twin responsibilities complement each other.

Many educators and lay citizens alike believe that most school systems have far to go in finding satisfactory ways of recognizing and rewarding outstanding competence. There is a growing feeling that such ways must be found.

The development of any adequate plan of evaluation cannot be accomplished overnight. It is a long-range job. It requires the cooperation of responsible professional persons and laymen. Those whose work is to be evaluated must be represented properly in the planning. Emphasis should be placed on evaluation intended to result in growth and improvement in contrast to rating which may focus upon fastening a label or "getting the goods" on the person evaluated. Evaluation is a cooperative process while rating is what someone does to someone else. When approached positively, evaluation has great possibilities for developing team potential.

In some districts this aspect of school administration has been presented to the entire professional staff for the development of a policy and for suggestions as to implementation. The pattern usually evolved in such cases has been the appointment of a faculty committee to study the literature on evaluation, to consider the relationship of principles in the literature to the local situation, to gear the evaluation of personnel to the total educational philosophy of the district, and to formulate a tentative evaluative instrument with recommendations for the use of the instrument.

Sometimes the use of this method has indicated that permanent teachers appreciate the same opportunity for evaluation afforded probationary teachers. Professional people welcome cooperative evaluation. They insist that this evaluation be made in terms of predetermined objectives related to the entire educational program. They recognize that, properly developed, rating and evaluation will lead to further growth.

Recently the question of merit rating for salary purposes has received increased attention in professional literature and in discussion groups involving educators, members of boards of education, and various lay groups. Strong differences of opinion have been evidenced regarding the use of merit rating in determining salary. In general, most samplings of lay opinion indicate a tendency to favor the idea, and most surveys of teachers groups indicate that while many members of the profession favor the idea in principle, a majority oppose the idea on the basis that past efforts to develop a practicable plan, in their opinion, have not met with success.

Those who have tried to develop plans for rewarding outstanding teaching competence have found the problem to be exceedingly



complex. They soon discover that there are different kinds of competence. They find, for instance, that it is difficult to compare the competence of the successful kindergarten teacher with that of the high-school mathematics or foreign language teacher. Since no concept of competence lends itself readily to universal application, evaluation of job effectiveness must be related to local and specific situations.

In many districts, teachers and administrators have taken the attitude that the first job is to develop a good evaluation program and that this job cannot be done well in the heat of controversy which so often has surrounded the development of a rating plan for salary purposes.

The Whittier City School District requested consultant service from the office of the Los Angeles County superintendent of schools in revising its system of appraisal and evaluation of certificated personnel. The consultant was asked to be a resource to the administrative group of 14 principals and the district superintendent's staff who were undertaking the revision of their teacher evaluation form. At the outset, the consultant was asked to bring summary recommendations of practices in other districts, but soon the group moved into an examination of the entire basis of past procedures.

It soon became apparent that the administrators did not hold a common interpretation of what constitutes an effective teacher and an effective educational program. It was found, too, that teachers needed the security of knowing what was expected of them. Thus, the focus of the problem shifted to the study and development of an educational framework for the district as the administrative staff identified this as a prior need. Among the areas studied were the teaching process and classroom procedures; children's growth in skills, information, and attitudes; physical characteristics of the school plant; and the qualities of the school personnel. Opinion and reaction of teachers, practice in other districts, and administrative study were compiled and analyzed by the study group. Members of the group related that this procedure offered opportunity for the development of more effective staff communication and identification of educational beliefs and goals, as well as for the development of a new system of appraisal and evaluation.

A school district considering any type of merit rating for salary purposes might do well to observe the caution that much study

should be made of the progress which that district has already made in developing a total evaluation program. Certainly the first step is not a simple matter of hastily constructing a rating device to form the basis for discriminating between the salaries of various teachers. Perhaps, however, a district which has carefully and painstakingly developed over a period of years a mature plan of evaluation might move into some sort of plan in which rating could form part of the basis for teachers' salaries. Such a plan, however, would be a part of the total evaluation program developed cooperatively with teachers to contribute to their professional growth and to the improvement of the instructional program.

### Jones Can Find Help

If the John Joneses who superintend the majority of America's school systems really are concerned about developing and improving their personnel practices to the end that the quality of teaching and learning may be improved, most of them can turn to available resources for professional assistance.

In addition to their professional staffs and qualified lay persons in their own school districts, school staffs may get advice and help on request from state departments of education and university and college staffs.

Another growing resource is the staff of competent consultants and specialists in the offices of county superintendents of schools who stand ready to work with local school district personnel in assessing instructional needs, evaluating results, and planning programs of inservice growth and improvement based on priority needs. Arrangements can be made for less able teachers to visit those who are doing superior teaching or to participate in special institutes or workshops planned to promote professional improvement. The school leader today need not feel alone as he goes about the task of providing the facilities and conditions necessary for the best possible teaching and learning.

This chapter has dealt with the superintendent's role in the development of personnel practices that contribute to the improvement of instruction. The next chapter will focus on how to make good use of available human resources in the building of an effective instructional program.



## CHAPTER SIX

### *Using Human Resources*

**A**LTHO John Jones, our harried superintendent of Chapter One seemed to have many problems, he really had mainly one. All the things he worried about, hurried here and there to do, and worked on until far into the night were to solve the one basic problem schools continually face. John Jones simply wanted to find the best means of improving instruction in his school. This chapter will suggest how the human resources available may be used in improving the instructional program.

#### **A Return to Pleasantville**

In order to help his teachers, John Jones must know his teachers' problems. What are some of the most common and frustrating problems teachers face as they go about their daily work? Let us take a day in the lives of three Pleasantville teachers.

#### *An Elementary-School Teacher's Day*

It was a crisp February morning as Sally Smith, who teaches fourth grade, hurried thru her breakfast in order to get to school a little early. Those illustrations for the new unit and the Washington's Birthday posters had to be on the bulletin board before the children arrived.

Sally was scrambling down from a chair after putting in the last thumbtack when the bell was drowned out by the chatter and laughter of 41 fourth-graders rushing in. Reasonable order was soon restored, and Tony came up to the front of the room to lead the Pledge to the Flag. Sally wished all the boys loved their country's flag as this sad-eyed little alien. What could she do to impress Joe and Bill and Tom with the meaning of the salute to the flag? The boys needed a shot of reality to shake them out of their just-something-we-do-every-day attitude, Sally thought.

"Yes, Susie, you may water the plants." Another job that was not going so well was plant cultivation. Botany was one of the courses

Sally had not taken at the university. Her professors had told her she would have to be mother, policeman, nurse, and psychologist to teach fourth-graders, but no one had mentioned that she would need a course in gardening.

Now to get the children down to their arithmetic. She would have to assign them some work while she finished those monthly attendance records. Altho Sally had stayed an hour after school yesterday, she had not completed the records. Bookkeeping was another job she had not known would be such a big part of an elementary-school teacher's duties.

Thirty minutes later, with the records still unfinished, Sally decided she would have to get the Blue Birds (slow readers) into their reading groups. They had concentrated on arithmetic as long as they could. Sally loved to work with the children in their reading, even the slow ones, but she wished she knew more ways to help them. Mrs. Keen down the hall was such an excellent reading teacher. If she could only sit in Mrs. Keen's reading classes part of a day.



*Sally did not mind eating with the children, but . . .*



Clang! Clang! Clang! The fire bell! "Fire captains to your duties! Bill and Joe, keep up with the group, please. It might be a real fire, you know!" But she knew her words were futile. She almost wished there was a faint smell of smoke in the air, or at least a fire engine clanging by, to lend an atmosphere of reality. Children became so complacent and failed to realize the importance of these necessary routines.

Sally's mind raced ahead to how she was going to get into the social studies unit when the children came back into the room. They did not seem to be enjoying their unit on "Our South American Neighbors" as she had hoped they would. South American spots of interest were just some more faraway places to them.

Lunch time came. Sally and the children rushed to the lunchroom to eat in their allotted 20 minutes, after which they must be out so that the fifth-graders could come in. Sally did not mind eating with the children, but on some days she did feel like dropping in her tracks after this hurried lunch period followed by 20 minutes of playground supervision.

Today proved even harder than usual. Just as Sally was gathering up equipment in the far corner of the softball diamond, she heard brakes screech and a child scream. Arriving at the scene, Sally breathed a sigh of relief as she saw that the car had not run over Joe. Fortunately, it had not been going fast and had only knocked him from his bike. In the first-aid room Sally found that Joe had several bruises but nothing serious. As she washed the skinned knees and tear-stained face and applied antiseptic, she could not keep from thinking about how it sometimes took a near tragedy to show little boys that they must observe safety rules when riding bicycles in traffic.

Today was the day she and the children had planned to paint in art period right after lunch. Sally dreaded climbing up to the top shelves of the closet to get the art supplies—her room was in the part of the building that dated back to the old cloakroom days. The only shelves were high and dark, but the least-used supplies had to be kept somewhere.

The children were unusually messy as the art period progressed, and Sally thought that things would never be cleaned up. Hardly was this done, when to Sally's dismay the district supervisor appeared. Sally tried to reprimand herself for self-pity, but she knew

that even if this had not been one of those bad days, even if she had had time to plan the language arts lesson as she knew it should have been planned, she would still have been struck dumb and numb when she saw Miss Wright coming with that notebook and pencil. Even Miss Wright's pleasant smile could not keep Sally from feeling tense and uncertain.

Later she tried to recollect the impressions she might have made on the supervisor. Sally could not remember anything except how badly Tommy had acted. She had been tempted to send him from the room. Maybe she should have. The superintendent had said that teachers might do so when a child disrupted the morale of the room to the extent that normal work could not be carried on. But there lingered a little fear that made Sally feel just as she did when she saw Miss Wright's notebook and pencil. She had not been certain what to do.

She could not keep from thinking about poor Miss Green. Miss Green had had such a terrible time with the children; she had sent lots of them to the office. Then she had not been asked to teach again in that school. Discipline was really a problem to many teachers, but others seemed to have no trouble at all. There should be more ways for those who knew how to handle children to help the others.

When the school day was finally over, or rather over for the children, Sally put her room in order as quickly as possible and hurried to a short faculty meeting for last-minute instructions on the carnival to be held that night. The faculty meeting over, Sally dashed to a meeting of the county education association. After this she met with the upper elementary-grades committee which had to make plans for the next meeting of the association at which they had charge of the program.

When Sally finally arrived at her apartment after 5 o'clock, she had less than an hour to grab a bite to eat, bathe, dress, and get back in time to put the finishing touches on her booth for the carnival. The apartment was cold as well as dark and dingy. Why had not someone steered them to a more desirable apartment when they had arrived in September?

Sally was in no mood to listen to Betty Brown, her roommate, who taught English and homemaking in the junior high school. But Betty had to have some relief from her troubles and would



not be silenced. So between the tub and a sandwich Sally managed to hear about some of Betty's problems of the day.

### *Experience in a Junior High School*

Betty's day had begun wrong when her homeroom social chairman had forgotten to bring the cookies for the Washington's Birthday party. But that was nothing compared with the irate mother who had complained about her son's report card all during Betty's work period. Betty had not been so angry as she had been genuinely upset. She knew the woman did not understand the marking system, and, when she considered it objectively, Betty was not sure but what the marking system was doing the boy and his parents more harm than good. It certainly was confusing them and causing them to have an unwholesome attitude toward school.

Nothing seemed to go right for Betty that day. She always dreaded days when she had to show films. She could not seem to learn how to use the projector. Mechanically controlled devices frightened her so that her fingers seemed all thumbs. As usual, the film broke, and the period was ruined. She certainly was not going to try to operate the film splicer today.

Betty was also discouraged to the point of giving up her dramatic club that had started out only a few weeks before with such enthusiasm. Now most of the members seemed to have lost interest. Foremost among Betty's lamentations was the thing Sally knew she needed help in most—managing her classroom. Betty wanted to be a good teacher, but this was her first year and there were so many things she did not know how to do. She could not get the big ninth-grade boys interested in anything, much less the things in English she thought they should be learning. Betty sadly concluded that even her homemaking girls were apparently not profiting from their unit on good grooming.

As Sally was gathering up the prizes to take to her booth at the carnival, Betty put on her coat to go along. She would go as far as the junior high school where she was to meet with the few faithful members of her dramatic club who would still take parts in the play. Tom White was going to drive them to the school on his way to pick up the bus he was to drive to the game tonight.

Tom was one of their fellow teachers from the high school. He taught history and civics and directed the student council. This year

he also had a class in general business that had been assigned to him because the school's commercial teacher, who also taught a couple of shop classes, already had a heavy schedule and just couldn't teach another class.

### *Working in a Senior High School*

At first neither Betty nor Sally got much sympathy from Tom on their problems. He was sure his topped them all. A reckless teen-age driver had dented his fender and had come within inches of running into a crowd of students as they were leaving the school parking lot.

"Talk about no interest!" Tom exploded. "No one can be more disinterested in early American history than 16-year-olds. They are no more interested in the general business class either. There must be better ways to get across the relationship of history and business principles to their everyday living."

Tom was genuinely concerned because three of his older students had dropped out of school that week. "Some of the boys are just bored with school but others have better reasons. One who dropped out today needs to make money to help his widowed mother. So many of our boys and girls have real problems to solve. If they are not financial, they are social or emotional."

Tom wanted to help, but he needed help to reach them. He was trying to work out some things thru his student council which was developing a better social and recreational program; however, everything seemed to take money, something they did not have.

Tom was a live wire on all the faculty committees and in the teachers professional organizations. He wanted Betty and Sally to help him on a job he had recently been given. He did not think he should have to get up the whole program for the International Theme Banquet that was being put on by the local teachers organization next month.

He was a little discouraged, too, with dull professional meetings and even some of the faculty meetings. He thought meetings should be more meaningful and accomplish more things that needed to be accomplished. The citizens needed to know many things in order to understand the schools better; the teachers needed to understand their community better. Better understanding was needed between the different areas and grade levels and everybody needed to under-



stand the boys and girls better! Tom was still talking when they reached their destination, but before he would let Betty and Sally leave, he made them promise that they would all have dinner together the following night and talk over some things that he believed might help them and their school.

### *A Plan Evolves*

Over their dinner the next evening Tom began acquainting Betty and Sally with an idea he had had for a long time. He said he had been thinking how futile it was to talk about their problems and not do anything about them. Tom reasoned that every problem concerned people, and obviously every problem needed people to solve it. So why not bring in some people to help them solve their problems or at least to work with them. The schools' problems were the community's problems as well as the teachers'. Parents could help in some cases. Students had problems, too. Why shouldn't they be allowed to help work out some of them? Tom had had a course the previous summer that had started him thinking. *Human resources*—those were the words the professor had used quite often.

Tom said he had complained about his juniors not being interested in early American history, but he added, "You should have seen them sit up and take notice when we were studying the early history of this town and a real old-timer visited the class and told them stories about events he had actually lived thru more than half a century ago."

Tom believed that was at least one way to help solve some teachers' problems and to bring new interest to the classroom. "Get people interested; get students to see the human side," he insisted.

"And perhaps even more important than that," Tom continued, "we can work out ways to help each other. Our fellow teachers are untapped human resources. I would never have gotten started here in my classes and in our professional organizations if it hadn't been for Mr. Grogan who has taught math down the hall for ten years." Tom believed all teachers had much to share with one another. They needed an organized way to tap these resources of help, some way to put human resources into action.

Before the evening was over, Tom, Betty, and Sally had agreed to look for and make use of human resources. For certain problems that presented themselves, they were going to try to find someone

to work with them. Tom cautioned that this did not mean running to someone with all their problems but trying honestly to see problems thru the light of possible help from some human resource.

Tom added that he did not want anyone to get the idea that he was suggesting any cure-all. Tom also realized that bringing people into the classroom could be dangerous. They could find fault. They could cause trouble. But on the other hand, they could be helpful. They could see some of the problems of teachers and superintendents and develop a genuine interest in trying to help solve them. Most educators, Tom observed, agreed that as the schools were supported by the people and were for the children of the people, it was imperative that the people understand the challenges and problems of the schools of their community if those schools were to move safely and surely forward.

Sally, Betty, and Tom agreed that before they brought outsiders into the classroom or went further with their idea of using human resources, they must talk the plan over with their superintendent. Tom said he would see the superintendent the very next day and report to the others what the superintendent thought of the proposed resources plan.

That was the way it started. Superintendent Jones appreciated Tom's interest in trying to find one more way to improve their school's instructional program. He cautioned Tom that it would take planning and discretion. Outsiders would have to be chosen and used wisely. It would be a real challenge but the possible results would be well worth the trial. He was particularly anxious to have Tom and the other teachers do much planning on ways they could help each other. He saw great possibilities in using human resources within the school staff.

### Using Human Resources To Help Solve Problems

Sally immediately saw some opportunities for using human resources. For the next art lesson, in which Sally's pupils needed to use tempera paints, neat rows of jars for mixing the tempera powder were waiting on easily accessible shelves. Two of the fathers who were carpenters had been happy to put shelves in the antiquated cloakroom. Two mothers had made the new shelves colorful and attractive with bright shelf paper and gay, home-decorated jars.



Joe's parents had helped with this project, and as they discussed his accident of a few days before, Joe's father suggested that his friend, the traffic officer, talk to the children about bicycle safety. Officer Malone came and gave each boy and girl a list of safety rules for riding bicycles. The children also got many ideas for safety posters and thus were impressed with the need for safety rules.

### *Bringing South America to Life*

Sally's unit on South America came to life when a fifth-grade pupil brought film slides taken by his older brother who was working for an oil company in Venezuela. The next day a high-school student told Sally that her uncle was captain of a freighter and that his ship stopped at many South American ports. He was coming to visit her family that very week. This news stirred the children with excitement, and lessons in letter writing were especially meaningful as the pupils wrote the captain asking him to visit them.

### *A Soldier Made a Difference*

When a story of the freighter captain's visit with the fourth-graders appeared in the local paper, a serviceman on leave called to say he had many slides he had taken in Europe during his tour of duty there. The fifth-grade pupils who had shared their slides on South America with Sally's class were brought in to see the slides on Europe since they were related to a unit they were studying.

The children were as impressed with the soldier's uniform as with his slides. Sally saw the chance to turn this human resource into further help. When Sally gave just the right hint, Bill, Tom, Frank, and the others who were so unconcerned about the Salute to the Flag got a firsthand demonstration of the way a good soldier salutes.

### *The Fire Chief Becomes Involved*

Before the next fire drill, Frank's father, who was a friend of the fire captain, had arranged to have the fire truck come to the school. The chief talked to all the children, telling them about ways of fighting fires. He also got across a lot of good advice on how to prevent fires and on how to have good fire drills.

"You should see my room," Sally reported to Tom at one of their informal meetings. "Plants are growing everywhere. How ridiculous it was that I had never considered that Tony's father was the park

gardener. I believe he was the most pleased fellow I ever saw when we invited him to give us suggestions about our plants. He even helped us arrange a flower bed outside."

### *Using Pupil Resources Pays Off*

Sally continued, "I've also found advantages in using children as human resources, too. I don't gather up the playground equipment any more or even put up posters. It takes more time to make sure the children do it right, but it doesn't require as much energy. Besides, the children are learning to take responsibility; they would never have assumed any if I had kept doing everything for them. They clean up their own mess when they are careless in art period, too. Of course, they also do more pleasant things together. With the help of other teachers, I have learned to do more teacher-pupil planning. Sometimes this takes longer than the old way, but it pays off as the children show more interest, see the value of working up to standards, and do research and creative thinking.

Betty found that the mothers of her homeroom pupils were pleased that she called on them to bring the cookies for the party celebrating the founding of Pleasantville. Now the mothers were busily engaged in organizing homeroom service committees for all homerooms in school. The committees of mothers had volunteered to chaperon and prepare refreshments for all the school parties.

### *A Real Model*

Betty heard that a Powers model, who had been a state beauty contest winner a few years before was home for a visit. When Betty told the students the model was to be their guest at their next personal grooming class, the homemaking class was all agog. The results, Betty related, were surprising. Mismatched colors, gaudy attire, bouncy walking, and heavy make-up were not nearly so noticeable on the school grounds. And, best of all, the good taste in make-up and clothes seemed to be "catching." The loud, gum-chewing girls seemed to have quieted down some and an atmosphere of poise and femininity was more prevalent.

### *Using Home Movie Fans*

Betty had used pupils as human resources, also. Two of her boys were home movie fans and had projectors of their own. In



order to protect the equipment, there had been a rule that only teachers could operate the projectors, but when Betty presented her problem to the superintendent, he suggested having a special photographers club organized. The science teacher agreed to sponsor it. When the members of the club had proved their competence, they were permitted to serve as assistants to teachers.

"Sam and Dick do a beautiful job of running projectors, splicing film, and taking care of all our visual aids equipment. They do much better than I can because they have a knack for mechanical things. Now I have more opportunity to point out to the class the things I want them to learn from the films. I can watch their reactions."

### *Mrs. Olson Reveals Know-How*

But Betty was most thrilled over what had taken place in her English classes. She had known she needed help but their discussions of using people to help had given her courage to ask for assistance. She found the more experienced teachers very willing to help. Mrs. Olson had shown her how to look for the things her ninth-grade boys were interested in reading, writing, and talking about. Betty found she could teach them to make oral reports and to write themes and essays as well on the subjects they chose as on the ones she had been assigning them. She was also experiencing the joy of having students, who had shown no interest before, now really wanting to read. Mrs. Olson had helped Betty find suitable reading material for various reading levels. Mrs. Moore had given her many tips on how to maintain better classroom discipline. During her free periods Betty sat in on other teachers' classes to get ideas.

Betty's open gratitude for the help she received showed two other new teachers in the building that asking for help did not mean admitting weakness. The more experienced teachers were glad to help. A few said they had wanted to help but hesitated for fear of being considered "bossy." Gradually there developed a general atmosphere of pooling ideas, materials, supplies, and problems. This, Betty was the first to agree, not only made teaching easier but was really fun. The frequent encouraging remarks and compliments from the superintendent were appreciated by the teachers and made them work even harder to improve their teaching.

### *World Traveler and Grandmother*

Tom's classes enjoyed helping locate human resources and had visitors lined up for weeks ahead. Among them was a woman who had spent the summer in Europe. She showed pictures and gave vivid accounts of her visits to castles in England, France, and Germany; to ports on the Mediterranean; to bull fights in Spain; and to the ruins of ancient Rome. A class member's grandmother brought relics of the past: a cap and ball pistol her father had used in the Civil War, an Indian arrowhead found on her farm, and a letter Theodore Roosevelt had written to her uncle. When a local reporter heard of the interesting developments at school, he took pictures of the grandmother and her heirlooms. Soon more relics of the past started coming in. In need of a place to put them, Tom was overjoyed when a student's father, who was remodeling his store, donated a showcase. Tom's classroom became a regular museum in which the students felt an atmosphere of history. They began to study and do research, inspired by what they saw and heard from the past.

Tom's civics classes proved to be an ideal setting for using human resources. Visitors included the mayor, a councilman, a state representative, a county judge, two lawyers, and a tax assessor. These leaders of the community invited the classes to tour the local courthouse, city hall, and other civic buildings. Tom's general business classes were visited by a banker, a postal employee, a personnel manager, and an insurance agent.

### *Student Council Launches Study*

The members of the student council were active these days, too. Members of several civic clubs visited them and invited them to attend some of their club meetings as guests. The Junior Chamber of Commerce was planning to sponsor a citywide teen-age recreational program, and an election of teen-age assistants for this program was being held at school.

In keeping with his idea of considering students as human resources, Tom talked with his student council and senior classes about drop-outs. Thru the cooperation of the central office, a questionnaire was to be sent to students who had left school before graduation. From this study the students hoped to compile basic



reasons for dropping out. From a teacher friend in another town, Tom learned about distributive education programs whereby students who need to work attend school for half a day and work the other half. The plan was directed by a teacher-coordinator. The superintendent became interested in the idea and promised to look into its possibilities before another term's plans were complete.

### *The Banquet Was Easy*

The International Theme Banquet proved to be a snap when Sally, Betty, and some other teachers rounded up an Argentine ambassador, two French war brides, a visitor from Australia, a Chinese missionary, and a seaman in the merchant marine who had recently put in at an African port. Thus, every continent was represented. The homemaking department made flags of all the nations, and the art department prepared colorful pictures and designs for the programs and menus.

### *Putting Life into the Local Association Meeting*

Tom believed his greatest achievement was the program of the last meeting of the local teachers association. The program—a community-school workshop—consisted of five sectional meetings handling the five subjects most frequently listed by teachers and lay groups on a questionnaire. Each discussion panel included both teachers and lay personnel, and two of them included students. Recorders took careful notes and made reports to the entire group at the close of the meeting. Thus, the ideas of teachers, administrators, students, and laymen were pooled on such subjects as: (a) what the community expects of teachers, (b) what teachers expect of the community, (c) how we can secure and hold good teachers, (d) facing the problems of school finance, and (e) how the community can help the school.

### *Solving the Parking and Driving Problem*

At a PTA meeting, Tom talked about the crowded condition of the school parking lot. The PTA agreed to contribute money for gravel to make a much larger parking space available.

A state highway patrolman had come to a high-school assembly with films, statistics, and practical advice on how and why we must drive carefully. Out of this came a discussion of the possibilities

of offering a driver-education course in the high school. Local automobile dealers agreed to furnish cars when the plan could be worked out more carefully with school authorities.

### *Mistakes*

All was not entirely rosy, however. Several events served to show Tom how much care must be exercised in choosing people to come into a classroom. There was the politician who came in the guise of an economics expert but talked about himself and against his opponent more than he did about the subject he had been assigned. Another speaker believed it took a few jokes to get the attention of the audience; this might have been all right had his stories not been so lengthy. Most serious of all was the problem that arose because one of the teachers over-used the human resources idea and was failing to give enough attention to his subject because of too many visitors.

### *Tom Became Chairman*

Tom talked these problems over with the superintendent, and they agreed that an organized plan might help teachers to understand the idea better as well as to find, evaluate, and catalog human resources. The superintendent suggested that a steering committee be set up with Tom as chairman. The various areas and grade levels of the teaching staff were to send representatives, and of course the PTA was to be invited to choose a representative. The superintendent, who was a member of the Rotary Club, said he would get other lay representation. Soon the steering committee was having monthly meetings and "Operation Human Resources" was in full swing.

## **A-Human Resources Plan in Action**

The steering committee decided that available human resources fell naturally into four groups: community resources, staff resources, pupil resources, and state and national resources. The committee urged teachers who found useful human resources in the community to list them on cards, the cards to be in a master file kept by the steering committee. This became quite a task, and the need for a workshop for further study, cataloging, and compiling was evi-



dent. On the superintendent's recommendation, the board of education included the workshop in the summer's budget. During the remainder of the school year the steering committee devoted its efforts to keeping records of contacts and making plans for the summer study.

### *Organizing the Information*

At the summer workshop, the steering committee, together with other teachers, set up a more satisfactory master file of available human resources. Duplicate files were made for the library or teacher's workroom in each building. Each card contained the following information concerning the people available for help: name, address, telephone number, description of possible service, and time available. Space was left for listing visits made, classes visited, and comments by teachers.

A *Guide for Using Human Resources* was mimeographed to be made available to all teachers. It contained instructions on how to use and how to post information on the cards, and how to avoid the pitfalls of using human resources too frequently or without careful choosing and planning. It pointed out clearly that the plan was to help instruction, not to replace it nor to interfere with it. Regular instruction must not be interrupted too often, nor should courses of study be cut short to accommodate visitors. Teachers were urged to continue their search for worthwhile human resources and, when they found one at any time during the school year, to turn in the information to the human resources steering committee. The committee would continue to prepare new cards to add to the files. A plan was worked out with the superintendent whereby the steering committee chairman was given an extra work period to keep the files up to date and coordinate the human resources program.

Before the committee completed the files during the summer workshop, it made a survey of businesses, industries, and places of educational interest that might be visited by classes. Information in these files included the nature of the business, industry, or point of interest; the names and telephone numbers of people to contact; the exact location; and comments on the types of groups or studies for which each was appropriate.

The committee had made sure that these individuals, businesses, and industries understood the plan and wanted to help. So that a

person or establishment would not be visited too often, notice of each contact was to be turned in to the steering committee and the cards marked with the date of each visit.

Copies of the pamphlet, *Teacher for a Day*,<sup>1</sup> were secured and mailed to individuals and concerns cataloged in the human resources file. This publication is an excellent guide for those who have the opportunity to work with teachers and students. It emphasizes that it is a privilege to be asked to bring special knowledge and skills to the classroom. It explains to the prospective helper that it will be to his advantage to know:

1. How his work or contribution is related to the study at hand in the classroom
2. Why he has been invited to appear, speak, or bring something to the classroom
3. What he can do to make his talk or demonstration more interesting to the age group he is to appear before
4. How modern classrooms, like modern factories and businesses, differ from those he might have attended.

### *Helping New Teachers*

Officers of the local classroom teachers association sat in with the workshop group several days and helped to work out a plan whereby teachers new to the system would be contacted as soon after they were hired as possible. They would be assisted in finding suitable places to live. Here human resources were used in another way when lists of available boarding houses, apartments for single teachers and for couples, and houses for rent were compiled. To complete this help-the-new-teacher project, a welcoming luncheon was planned by the local teachers association. The mayor, ministers from local churches, and welcoming committees from civic and social organizations were invited to be present.

### *Schoolboard Relationships*

Members of the board of education visited the workshop, and the teachers were soon aware that they had been overlooking one of the most important sources of help. The teachers planned other meetings when board members could be present, and soon another field of human resources was opened up.

<sup>1</sup> Hill and Knowlton, Department of Educational Research. *Teacher for a Day*. New York: American Iron and Steel Institute (350 Fifth Ave.), November 1952. 27 p.



The superintendent pointed out to the board members that it would be advantageous to all to have teachers help with school problems that heretofore had been the sole responsibility of the superintendent and the board. In the first place, he explained, the teachers were the ones most familiar with the day-to-day needs of the boys and girls. Then, too, he added, it would be to the advantage of all teachers to have a part in drawing up the budget so they would better understand, for example, why their classes were sometimes too large and their salaries low. As a result, plans were made to have teachers committees work with the board and the superintendent during the coming year on such problems as class load, teacher assignments, the salary schedule, budget making, and general policy formulation. Other problems, such as those that bothered Sally, were slated for further study: the many clerical duties, the overcrowded cafeteria, and the need for clear policies on discipline.

### *Getting Help from Other Teachers*

During the summer workshop, plans were also made by which staff members could help each other more during the coming year. These plans included interclass visits to other schools, demonstration teaching, action research studies, research unit files, sharing of both material and human resources, and regular informal get-togethers. Superintendent Jones worked especially hard with the group on these plans. To provide for such inservice help for teachers required a flexible program. Such a program would be more difficult to organize and schedule. But he realized the teachers could do little in this area without his full cooperation. Even if it added work to his already crowded schedule, he believed it would pay off in happier and better teachers.

### *After One Year*

The beginning of the next school year found the plans and guides ready to be presented to all school personnel. The human resources files were filled with interesting community possibilities. As a result of staff resources already at work, some problems had been solved and avenues to cooperative work on other problems had been paved. Thus, seven months after Tom's idea had been presented to Betty and Sally, the new steering committee felt that much had been accomplished. Besides the material on file, there were teacher-com-

munity committees, teacher-pupil committees, and teacher-school-board-administrator committees—all working together.

### *Using Consultants*

One of these meetings brought out that many teaching problems required professional help. For example, Betty needed better understanding of adolescent psychology and Sally needed help in teaching slow readers. Reporting to parents and classroom management were old problems that always seemed to need attention.

The superintendent said he had a file on available consultants. He explained that many consultants could be obtained at no cost from the state department of education and from state and national professional groups. Others could be secured from county offices, university centers, study councils, and certain foundations. Still others who were excellent teachers or supervisors could be given released time from their schools to serve as consultants.

A questionnaire was sent out for all teachers to list problems on which they needed help. Those listed most frequently were slated for study as soon as possible. Plans were made to secure consultants on these problems. The superintendent was able to supply help from material he had obtained from the various regional CPEA centers.<sup>2</sup>

As each consultant came, most of his time was spent with the group that had requested his help. Before the visit of the consultant, the group prepared lists of their most obvious problems. They also sent along to the consultant outlines or summaries of existing conditions and definite questions they wanted to discuss. As a result of such planning, the consultants were able to come well prepared. They brought bibliographies and reference materials that could be used immediately. In several cases the consultants were invited back to help with evaluations of progress made.

It was during one of the meetings with a consultant that Sally lost her fear of Miss Wright. When they sat together discussing mutual problems, Sally found Miss Wright to be a person entirely different from the one she had seen behind the notebook. The consultant stressed the importance of mutual understanding if people

<sup>2</sup> See: James, Edward W., and Weber, Robert A. *School Consultants: Roles Assumed and Techniques Employed*. Austin: Southwestern Cooperative Program in Educational Administration, University of Texas, 1953. 34 p.

Savage, William W., compiler. *Educational Consultants and Their Work in the Mid-Western State Departments of Education*. Chicago: Midwest Administration Center, University of Chicago, 1952. 72 p.



were to help each other. Sally learned later that Miss Wright had really not been rating her but had been taking notes on ways she might help her. As a result of working together on mutual problems, other barriers to understanding disappeared between teachers and between teachers and administrators.

### *It's All a Story!*

Of course, all this did not happen in Pleasantville, at least not in any one Pleasantville. Perhaps no plan could work so perfectly in any situation. The story is based on ideas that could have been helpful in many Pleasantvilles, Jonesboroughs, and Centertowns all over the country. It is hoped that this story will point out to teachers, supervisors, principals, superintendents, and laymen the possibilities of using human resources as one means of improving instruction everywhere.

### Importance of Using Human Resources

The school is no longer a thing apart from the community; it is a part of the community. It cannot exist separated from community life; the school is a part of that life. In every community there are unlimited human resources waiting to be used. The stored-up knowledge from this stockpile of human experience is free. To be sure, clever teachers can usually find the same information in books, but what book looks directly into the bright eyes of children or responds with smiles and answers to their eager questions! No teacher can be doctor, lawyer, businessman, judge, mayor, nurse, economist, musician, pilot, world traveler, octogenarian, horticulturist, and photographer. But all these are waiting just beyond the doors of the school. Bringing this world of reality into the classroom at the right time and under the right conditions is one way to inspire children and to improve learning.

It can be done by individual teachers on their own, or it can be done thru an organized plan. Perhaps much human energy can be saved, much useless repetition avoided, and greater protection afforded both teachers and community helpers if an organized plan is worked out. But if there is no organized plan, human resources can be used as a part of day-to-day teaching wherever they are found and seem appropriate.

No forward-looking educator questions the value of good community relations. No layman who is interested in the welfare of the youth of his community and in the future of his nation questions the value of good school-community relations. Understanding is the basis for all good relationships. Thru wise use of human resources the best of school-community relations can be brought about.

It is equally important to make use of human resources on the staff. Among the better teachers in any school system are those who do not realize their potentialities. Some will not dare volunteer to help another teacher for fear of embarrassing or insulting the one who needs the help. Others would be glad to help but simply do not think about it. Among teachers who are in need of help will be those who are not aware of their need, those who know of their need but fear to ask for help, and those who are willing to ask but who do not know where to go for help. Within the total staff are many ideas, plans, materials, and technics that could be useful to all. When better ways are found to pool these resources of the staff, the results will be improved classroom instruction, better human relations, higher staff morale, and happier, more productive teachers.

### Role of the Superintendent

It is important to consider the role of the superintendent in the use of human resources. If he has an energetic young teacher like Tom White, he is fortunate. His role will be to quietly clear the way for action. With his greater experience, the superintendent can sometimes keep his dynamic young leaders from making mistakes.

To make sure that the use of human resources is steered wisely, the superintendent will employ many technics and ideas. He will dig deep into his storehouse of knowledge and experience in several fields. In guiding the program he will keep in mind his school, his community, his other resources, and his role of leadership.

### *His School Is a Factor*

The wise superintendent will make sure his school is ready for such action. It would mean wasted time and effort and disillusionment for a school to embark on this or any other project until a reasonable number of the teachers are convinced of the worth of such a program.





*You are invited . . . meeting tonight.*

One of the stumbling blocks in the path of educational progress has been the tendency of overzealous converts to feel they must thrust certain ideas on others. Because the superintendent, a principal, or a supervisor thinks an idea is a good one, or has seen it work, does not mean that the teachers back home, who know nothing about it and have not seen it work, can be expected to like it, want it, or put it into action. Teachers, like other people, can be expected to do well only those things they understand, believe in, and see a need for.

All schools do not have an abundant supply of energetic people like Sally Smith, Betty Brown, and Tom White. The wise superintendent will not be overambitious or permit any member of his staff to be. A full scale program will not spring into action immediately. If it is good, if it meets a recognized need, and if it is presented tactfully, it will gather momentum as teachers have opportunities to test it and see its value.

If an all-inclusive plan is decided upon, it will be well for the superintendent to consider the time element. Like Sally Smith, many teachers are literally run to death with meeting after meeting. Re-

ardless of how professionally wise the idea or how educationally sound the plan, too many of them presented in too frequent meetings become a conglomeration of impossibilities that reduce the best efforts and best intentions of teachers to worthless confusion.

### *The Community Must Be Considered*

As carefully as he considers his school and its readiness for using human resources, the superintendent will likewise take stock of his community. Those who are asked in from the community to help plan and to participate must come only because of their sincerity and willingness to help. They must feel no compulsion; they must come without "strings." If some come with "axes to grind" or "nests to feather," they must either be "converted" or be tactfully borne with until they can be replaced. They must not be permitted to make inroads that would not be to the best interests of the school.

In using the human resources of the community, consideration must be given to the limited time of working people. They have their own jobs and personal obligations. Any session to which a layman is invited should be carefully planned. The layman should be given a thoro explanation of the contribution he is to make.

Thru his more frequent contacts with the various elements of community life, the superintendent is in a better position than anyone else to see how the community reacts to the school program. This knowledge, plus tips and suggestions which he can usually get from members of the staff, should be used by the superintendent as a yardstick for further use of human resources and for discovering other leads to better school-community relationships.

### *He Thinks of Other Available Resources*

Professional people outside the community who have special knowledge and experience are vital to sound educational improvement along any line. The good superintendent is alert to the possibilities of this type of human resource. He will find time to read enough professional material to know "who is who" and "what is what" in the educational world. He will keep in touch with state and national sources.

The superintendent will see that good professional help is obtained when needed and that such help is wisely used. He will pre-



pare lists of consultants, speakers, research studies, and other human and material resources available from his county office; his state department of education; the state and national professional organizations, particularly the National Education Association and its many affiliates; college and university extension services; research programs; study councils; and the U. S. Office of Education. He will keep such lists of available human and material resources up to date and readily available to all personnel, committees, and study groups. He not only will permit but also will encourage teachers to take a hand in the selection of speakers and consultants.

Finally, he will see that teachers have freedom to experiment and do creative teaching within their own classrooms. Often this will mean changed procedures, new materials, and flexible programs. But if the ideas that teachers believe are worthwhile cannot be carried out, there is little need for them to hear of them from the experts.

### *He Improves His Leadership*

As stressed particularly in Chapter Twelve, the superintendent who assumes his proper role as the main resource in the instructional improvement program will possess, or continuously and sincerely strive to attain, the qualities of true leadership. He will understand and put into practice sensible, fair rules of good human relations. He must be ever alert for ways to break down barriers of fear and uncertainty, and build up feelings of security which people must have if they are to be expected to bring their problems out in the open. As has been stressed thruout this book, the Commission believes that the success of any program of instructional improvement depends not only on the content but also on the process thru which it is initiated and carried on.

In dealing with human resources, the wise superintendent will become familiar with the principles of group dynamics and democratic leadership. He will see that all his principals, supervisors, and other staff members are familiar with and have opportunities to use group procedures as discussed elsewhere in this book. At times he will be the obvious leader in the situation at hand; at other times he may be just a consultant. At all times he will reveal a sincere spirit of interest in and appreciation for the efforts and accomplishments of all involved.



## CHAPTER SEVEN

# *School-Community Relations That Promote Better Instruction*

IT is assumed in this chapter that good school-community relations that promote better instruction are not segmented. Good relations based on understanding, confidence, and enthusiasm which result in the approval of good budgets tend, also, to result in approval of bond issues and in good instruction. Dissatisfaction in any one area tends to spread to all other areas. This chapter, therefore, deals with the question of what can be done generally to promote good school-community relations with special emphasis on the role of the superintendent and the promotion of better instruction.

School-community relations that are conducive to improvement of instruction are based on:

1. Good personal relations among board of education, staff, pupils, and parents and other laymen
2. Good morale and professional solidarity among staff members
3. Knowing what the community thinks and how it feels about its schools
4. School and community working together on common problems
5. Good two-way communication between school and community
6. Guiding and utilizing community pressures.

These factors do not operate in isolation; they are interrelated. Good personal relations are essential in all factors. When Superintendent Jones is asked by two members of the Civic Club what he thinks about the school putting on a pageant depicting the history of the community at the centennial celebration next July, he is faced with a problem that may involve all six of the above factors. It is hoped that in the specific suggestions which follow, the role of each factor will be evident.

### Building Contacts with Individuals and Groups

The public schools of America belong to the people. In the long run, communities have the quality of schools they want or think



they want at the time. Any school system, and especially any program of instruction, that gets too far ahead of its community is due for violent reaction. Any school system that gets too far behind its community is due for revolt. In the final analysis all decisions affecting the public schools are made in the ballot box.

### *The Superintendent's Role as Leader*

Communities need leadership on school matters. Whether the superintendent of schools likes it or not, he occupies a position of such leadership. It is an integral function of his office. He is, however, only one among many leaders in a community, and they lead in many directions. Some are for and some are against good schools.

The superintendent occupies a unique and delicate position among leaders. He is dedicated to the improvement of schools and must constantly strive for better schools. He must, however, sense how rapidly the community will move forward without violent reaction. He must be concerned with long-range growth on a firm foundation rather than with a spectacular short-term advance doomed to reaction. He must at times serve as a deterrent to well-meaning enthusiasts who would go all out for changes in schools for which he is convinced the community is not yet ready.

Americans like to know, and believe they have a right to know, their public officials. As a public official, the superintendent of schools is obligated personally to meet the responsibilities of his position in public relations. No one will ever know how many good salary schedules, budgets, bond issues, curriculum advances, good programs of instruction, and victories over alleged heresies have been won by good contacts made by the superintendent and others on the staff in lodges, service clubs, churches, veterans organizations, over bridge tables, or on golf courses.

### *Staff Responsibility and Morale*

No superintendent, alone, can ever hope to make all the associations with individuals or groups that are desirable for a good school. He has his own full quota of relationships, but they must be augmented many fold by those of all other staff members. Therefore, the first task of the superintendent is to lead staff members to the point of mutual recognition and acceptance of this common responsibility.

But mere acceptance is not enough. There must be high morale among staff members, accurate information, and a good professional spirit. A staff that is continually complaining about being abused, unappreciated, overworked and underpaid, and is bored with teaching, will never breed good public relations or improve teaching conditions. One sour, sarcastic, unethical, or poorly informed staff member can undo in one evening the good relations that many teachers have built up over a long period. There is good reason to believe that some of our most unfortunate school-community conflicts over improvement in instruction have stemmed from dissension within school staffs. It is sincerity, loyal dedication to the job, and enthusiastic interest in children and in the function of the public school that beget good relations, school support, and improvement in instruction.



*All are partners in the public relations enterprise.*

Staff morale is not something that can be attained solely by good salaries or by plea or dictation. It must be cultivated and developed. The "we" feeling comes from fair treatment and the recognition that one is participating significantly in an important task—that he is necessary to the success of the total of a worthwhile program.

The use of committees of teachers on the routines of school organization, on school philosophy, on what and how to teach, in the



selection of texts and supplementary books, and on the planning for new buildings is widespread. These committees are of value not only in finding best solutions to problems, but also for staff morale.

Some superintendents have, in addition to their administrative and supervisory councils, advisory groups of representative teachers whose primary function is to raise questions about every phase of the school program, identify problems that need attention, and discuss possible solutions. At times the superintendent brings to the group problems on which he seeks reaction and assistance. Discussions are informal. Conclusions are not binding, but many of these sessions lead not only to better understanding but also to the creation of attitudes of mutual respect, better morale, and often to policies and significant actions. High morale among staff members is the core around which good school-community relations can be developed.

From professional interest, but if not, then from pure self-interest, the entire staff must recognize that the poor public relations of one staff member reflect discredit on and may jeopardize the welfare of all staff members. Many a citizen has said, "I am all for increasing teachers' salaries, but if Mr. X is to receive more money as a result of it, I am against it."

Staff members must recognize this interdependence and create a climate that is conducive to solidarity. Hence, a deep sense of responsibility for public relations is more than an idealistic and professional concept. It is a cold, hard necessity in the protection of the welfare of *every* staff member.

But acceptance of the responsibility, high morale, and solidarity among staff members are not sufficient. The most important single factor in school-community relations is the teacher-pupil relationship. It is only natural that most parents should judge schools in terms of the kinds of experiences their children have in those schools. The child who loves his teacher and who is happy, interested, and progressing well in school makes converts of his parents. The teacher who is kind, capable, understanding, helpful, and interested in his children wins not only his pupils but also their parents, relatives, and friends.

However, all citizens do not have direct or even indirect contact with schools thru children, but all must be reached in a public rela-

tions program.<sup>1</sup> Hence, staff members, for the welfare of the school as well as for their own mental health, should choose some phase of the life of the community in which they can participate actively and enthusiastically. These activities may run the gamut from book clubs, church work, music, garden clubs, and sewing circles to bridge or bowling.

Ideally, staff members should be so diverse in their interests and affiliations that of their own volition and choice they would in total belong to most of the organized and unorganized groups of the community. As a result the schools would have capable emissaries in almost every group. One intelligent, dedicated, professional teacher in a bridge club can spike a lot of gossip about schools. It is one thing to believe fantastic stories about teachers if one does not know any teachers. It is another to believe such stories when one personally knows and respects a good teacher.

To find out the community coverage of its staff, the public relations committee of the teachers association in one school system of 600 teachers periodically sends out a questionnaire to its members for information about their memberships and activities. Why the information is requested and how it will be used are carefully explained. Of course, answering is voluntary. Most teachers respond wholeheartedly. Perhaps if the superintendent or board of education requested such information, there might be resentment. When teachers recognize that their colleagues believe such contacts are matters of group welfare, they cooperate.

Twenty-five years ago a young professor of school administration imbued his students with this belief: "The most essential requirement for a successful school administrator is the ability to establish and maintain desirable personal relationships."<sup>2</sup> This is also true of classroom teachers as individuals and as members of a staff.

### *Getting Help from Board Members*

In addition to every staff member in the public relations program participating actively, it is necessary that every member of the board of education do likewise. Board members occupy strategic positions.

No layman can possibly know all there is to know about schools. In the final analysis he is going to have to base much of his infor-

<sup>1</sup> Chute, Oscar M. "Reaching the Unorganized Majority." *Phi Delta Kappan* 24: 413-15; June 1953.

<sup>2</sup> Fowlkes, John Guy. "An Educator Gives His Concept of Administration." *Nation's Schools* 9: 66-67; April 1932.



mation, attitude, and confidence on faith. Board of education members are the official legal representatives of the people in the management of the schools. Board members spend a tremendous amount of time working on school problems. They know far more about schools than most of the people they represent.

Large numbers of well-meaning people, who think professors and professional educators are at best impractical if not mainly self-interested, may have confidence in a businessman, labor leader, lawyer, or doctor who may be on a board of education. Whereas some people may be suspicious of a teacher's statement on how to teach reading, they are satisfied if a board member, whom they know and trust, says he has gone into this problem with this teacher and is convinced the statement is sound.

Hence, in addition to presenting the formal matters with which board of education members deal at meetings, it behooves the superintendent to keep members informed as to what is going on in school and to discuss problems and plans with them in detail. He should make a special effort to discuss with board members contemplated changes in the instructional programs and the reasons for them. No board member wants to be a rubber stamp. No board member likes always to respond to a citizen's question by saying, "I'll have to check with the superintendent."

It is helpful for the superintendent to supply board members with a continuous stream of concise data about schools which they can carry in their pockets and use for ready reference. Briefs on enrolments and trends, budgets, staff, building costs, capacities and schedules, curriculum changes and reasons therefor, standardized test results, and the instructional program enable board members to speak authoritatively and convincingly on many questions to audiences that cannot be reached by professional educators.

Board of education members perform a thankless task. They sometimes get to feel like the linemen on a football team. They do the hard, dirty work and get their noses rubbed in the dirt, and too often the spectacular backfield men get the credit and applause. Too often it is the superintendent or some lay committee that receives credit for advances made in schools as a result of sound, solid work done by boards of education.

Consequently, a superintendent should do all he can to elevate the status of schoolboard membership in the eyes of the public. It is one

of the highest types of public service and should be so recognized. The superintendent can often set the stage for news releases so that reporters and photographers will feature board members rather than the superintendent. He can suggest to civic groups as well as to his teachers association the appropriateness of honoring publicly board members who have long or distinguished service. He can arrange thru his principals and PTA officers to have capable board members speak at PTA meetings as well as at meetings of other lay and civic groups. A good board of education is a prime requisite for better instruction.

A capable and unified board of education surrounded by an intelligent, enthusiastic, dedicated, public-relations-conscious professional staff can serve as a potent nucleus for school-community relations that promote better instruction.

### *Using Understandable Language*

And finally in his effort to build contacts with individuals and groups, the superintendent must use language that can be understood. Every profession needs to develop its own vocabulary to express itself effectively among professional workers. However, no profession is so completely dependent upon public understanding for its support as is public education. Physicians can hurl at laymen medical terms which they cannot understand, but no harm is done. Most laymen do not even pretend to understand medical terms and are not in the least disturbed at not understanding. Their concern is with results which are usually soon evident and objective.

Not so with education. Ultimate results may not be evident for a generation. Only doctors go thru medical school. Most people go thru elementary school if not thru high school. Most everyone who goes thru the public schools thinks he knows how things should be done. He may view with suspicion any change from the way in which he was taught five to 50 years ago. This is especially true when explanation of change is made in language that is not understood.

For a father worried because his child is not beginning the study of fractions in the same grade in which he did, there is little comfort in being told that it is more important to integrate the child's personality first. *Scope, sequence, frame of reference, group dynamics, evaluation, resource units, problem projects, action research—*



all may be perfectly good terms among educators, but they are Greek to most laymen who are only irritated by them when they are seeking understanding.

Much emphasis has been placed in recent years on the value of the parent-teacher conference. But if a parent comes out of a 15-minute conference remembering only that he heard the word *adjustment* about 10 times, *integration* 15 times, and *experience* 20 times, the conference might just as well not have been held.

There may have been a time when a teacher thought he had done his duty when he taught a lesson. Whether his pupils learned or not was immaterial. We now recognize that the test of good teaching is in terms of learning by pupils, not in the mere presentation of a good lesson.

There may have been a time when laymen were satisfied with pedageese in answer to their questions. If so, it is no longer true. There is too much organized opposition to public schools. Taxes are too high. Laymen want to know, and we must talk in language they can understand. They may not agree after understanding, but at least the disagreement will not be because of lack of communication.

The purpose of contacts is to communicate attitudes as well as information. Unless that is done adequately, the contacts are all for naught. If handled well, they can mean the difference between support and refusal to support an important school issue such as needed revision of an instructional program.

We are told over and over again by students of public relations that there is no such entity as *the public*. There are *publics*, they tell us. Hence, it is the responsibility of the superintendent to see that contacts are made with as many *publics* in a community as possible.

### What People Think about Instruction, and Why

A common danger is the assumption that school-community communication is a one-way street—the school tells or explains and the community listens, understands, and accepts. Sometimes, alarmed laymen are satisfied when they have the assurance that school people are aware of certain problems and are working on them. But frequently people are not so trusting.

We may at times wish that laymen would show more deference to training, experience, and competence in reaching their conclusions,

but it is not a very realistic wish. Particularly is this true in education. Whether we like it or not, those who pay the bills have their opinions on school matters, right or wrong, and they are going to express them openly and/or quietly in the ballot box.

And this is probably as it should be. If we want the interest and support of laymen, we must seek their active interest and participation. Matters of general school policy should be decided by the voters. When laymen get into technical questions affecting schools where they are out of their fields of competence, it is up to professional educators to listen carefully, but to suggest tactfully the evidence to the contrary. It is far better to refute error personally or even publicly than to have a quiet undermining of school practice. School people should not want to live in a fool's paradise.

### *Studying Public Opinion*

Too often public questions are not settled on the basis of the real issues involved. They are settled on the basis of what the public thinks, or has been propagandized to think, the issues are. It behooves schools to know what people think about schools in order to face the public-relations problem squarely.

Many good personal contacts between staff and board of education members and the community can serve as listening posts on individual, group, or community attitudes toward schools. A citizen may confide in a classroom teacher who is a personal friend in a friendly, positive, constructive way. His manner will be far different from that in which he would file a complaint with a board of education. The formal protest frequently involves a militant approach with a campaign for recruits, the exaggeration of issues, and the determination to win rather than to solve a problem. Further, the chances are that the problem raised in the personal conversation would be in its early stage rather than at a late stage and at the boiling point. Obviously, correction, if necessary, can be made more easily in early stages than when an issue becomes critical, a time when faces have to be saved and emotions run high.

The PTA which serves as a bridge between school and home is especially useful in finding out what an important segment of the community thinks about school instruction and why. The working relationship between parents and teachers in the PTA can develop a friendly frankness and mutual respect that is conducive to unin-



hibited two-way communication in the interest of children. However, care needs to be taken to recognize that PTA's are likely to be made up of young parents who are especially interested in schools. Their opinions may not always reflect accurately the opinions of citizens not closely connected with the school.

Carefully selected citizens committees have been very active in recent years in advancing the cause of good schools.<sup>3</sup> These committees may be standing committees to act in an advisory capacity on all school issues or temporary committees appointed to study only specific, assigned problems. They should, of course, represent all community groups and interests. Their reactions can then be regarded as more typical of the community than those of groups representing a narrower selection. Care must be exercised to guard against their being captured by aggressive minorities. Altho they can be a very helpful source of ascertaining what people think about their schools and why, they should not seek to supplant legally constituted and responsible boards of education.

Various types of opinion polls have been used effectively in recent years.<sup>4</sup> Like the use of objective tests in the classroom during the past 30 years, the kind of test or poll used depends upon the purpose. They can be informal and homemade or formal, made by experts and scientifically validated.

It is often difficult for a school to judge accurately the extent to which the opinion of a vocal minority offered in the name of all the people actually reflects widespread opinion. As a rule, the great majority of citizens, unless aroused, are inarticulate. A scientifically sampled opinion poll can sometimes answer questions of this kind as well as gauge the general attitude of a community toward its school.

### *Eliminating Bad Practices*

Sometimes there is no need for opinion polls to determine unfavorable public reaction. Common sense tells us that certain technics of teaching, administration, or discipline, perhaps unimportant in

<sup>3</sup> Useful information can be obtained from the National Citizens Council for Better Schools, 9 East 40th St., New York 16, N. Y.

<sup>4</sup> Research Services. *Denver Looks at Its Schools, 1953*. Denver, Colo.: Board of Education, 1953. 28 p.

Jacksonville Public Schools. *What Do the Parents Think?* Jacksonville, Ill.: Board of Education, 1951. 20 p. (Parents' opinions were obtained by a questionnaire, *The Illinois Inventory of Parent Opinion*, by Hand, Finlay, and Dalio.)

National School Public Relations Association. *Feel Their Pulse*. Washington, D. C.: the Association, a department of the National Education Association, 1956. 48 p.

themselves, needlessly and inevitably antagonize many people and sometimes put the school in an absurd or ridiculous light. One fifth-grade teacher annually required all pupils to write consecutively all numbers from one thru 20,000. Mothers, fathers, brothers, sisters, and even grandparents had to help with this assignment. They saw no sense in it and they were right. Some teachers still keep an entire class or study hall after school because of the misbehavior of a few, and the innocent resent the ineptness and unfairness of the teacher and the school. Such practices as these do not make friends.

We should be careful not to create lifelong distaste for things we want children to like by using them for punishment, such as requiring pupils to memorize poetry for misbehaving in class. Any practice that makes a teacher look foolish does not enhance the status of the school in the eyes of the public. Most teachers probably have what they consider good reasons for doing such things. Often in their dedicated zeal to do what they think is best for their pupils they fail to see broader implications. Once they are helped to discover such implications, they are eager to change their tactics. On the other hand, the splendid work of individual teachers reacts to the benefit of the entire system. Most of us probably unconsciously tend to personalize institutions more than we realize.

In the long run, what the people think about school instruction is reflected in the kinds of school budgets approved, the school bond issues voted, the kinds of salary schedules granted teachers, the kinds of teaching facilities and equipment provided, the quality of instruction, and the caliber of men and women selected to serve on the board of education. But schools should watch carefully the short-run opinions that people have of their schools. It is the accumulation of short-run opinions that make up long-run attitudes.

### *Need for Backbone*

We must be careful in our concern for good public relations that we do not give teachers the impression that we are more interested in good public relations than we are in good teaching. If our major objective in school were to please everybody at all times, we would never accomplish anything. There are times when as professional workers, teachers, principals, and superintendents we must knowingly incur public disapproval in the interest of the best long-range results for children. Decisions should be made on the basis of sound



education, not popular approval. Fortunately, an awareness of and concern for the public relations consequences of our practices does not necessarily mean the subjugation of good teaching to public relations.

### Promoting Understanding: A Shared Responsibility

We do not wait until there is a fire to organize a fire department. So we should not wait for a crisis in the instructional program before creating a favorable public attitude toward instruction. A good public relations program is a continuous project.

### *Helping Schoolboards To Focus on Instruction*

It is well to devote at least a portion of every board meeting to some instructional problem. Often this is done by having a teacher or other member of the staff make a 10- to 15-minute presentation, followed by questions and discussion by board members. Staff committees might well select and schedule phases of the instructional program to be submitted at meetings. Such topics as the following have been used: How We Teach Beginning Reading, The Elementary Science Program, Teaching Physics in High School, The Art Program, Intramural Athletics, How the High-School Newspaper Is Published, How We Teach Spelling. Board members enjoy leaving for a time the consideration of budgets, buildings, and the mechanics of operation of schools. Discussions of instructional problems not only are valuable for board members, but also are a means of providing news stories on instruction. Reporters at the board meeting will often feature accounts of such presentations. They have a "hook" (report of the board meeting) on which to hang their stories.

### *Working with the PTA*

The PTA is an organization ready-made for the continuous study of instruction. At times, because of lack of leadership, it becomes largely social or is captured by some other organization with an ax to grind. Sometimes it turns into just another pleasant organization that raises money for the school, has entertaining and interesting speakers, and eats. Such PTAs devote little time to the major objectives of their organization—the understanding of and concern for the education of children, especially in their own schools.

A friendly, pleasant, and entertaining PTA is all to the good, but school people should do what they can to see that every meeting gives some consideration to a phase of the instructional program. Principals are key people in such matters since they usually work with the program committee. At PTA meetings classroom teachers should be given the opportunity to discuss, far more often than they are, how they teach and why. Parents should also be encouraged to participate more actively in group discussions.

Also valuable are the study groups where parents and teachers can really get their teeth into instructional problems. The schools may well assist PTA officers in the promotion of such groups.

The Glencoe, Illinois, schools promote parent-sponsored Fireside Meetings in which personal friends and school representatives are invited to homes to discuss curriculum problems. They sponsor Men's Smokers at which school topics are discussed in order to get the fathers' viewpoints. Handbooks, prepared by a parent committee working with the principal, are mailed to all parents annually from each building in the school system. The principal provides the facts, and the parents do the writing and illustrating. The PTA takes care of all school publicity thru committees which are assigned to each school and each division to discover news, interview teachers, write the stories, arrange for photos, and clear with the local news editor.

Principal Paul Olson of the Midvale School, Madison, Wisconsin, and his teachers annually take color movies and slides of some part of the instructional program and record the voices of the teacher and the pupils on tape. Several hundred parents at one time can see, hear, and have interpreted the same teaching situation. Over a period of years a series of demonstrations on many phases of the instructional program have been developed. The PTA bears the cost.

A major goal of every principal should be, as far as possible, to familiarize every parent in his school with what is taught, how, and why, and to provide opportunity for parents to express themselves freely and to become a part of the total school program. Parents and teachers have a common task. Working together, each can be most effective. That is the purpose of PTA.

### *Developing a Nose for News*

All staff members should become instructional news-conscious, reporting to the central office any instructional project they think



has news value. As a result, a continuous stream of news releases should go out on the instructional program. Leads should be given to reporters on feature stories, including pictures. Suggestions for radio and TV programs should be made. Readable annual reports, which feature one or more aspects of the instructional program, and periodic bulletins covering some phase of instruction might be issued.

Not only must all staff members develop noses for instructional news, which takes both time and experience, but they must lose their self-consciousness in suggesting news stories. Too often staff members are reticent about talking to reporters or suggesting news for fear they may be regarded by their co-workers as publicity seekers. Rather, staff members are all obligated as members of a profession to promote public understanding of what they are doing.

### *Interpretation Must Be Continuous*

Since improvement in instruction should be a continuous process, interpretation should be also. Except in extreme cases, drastic changes in the instructional program should be avoided. A minor change for a layman who has not been aware of previous changes may be disconcerting and may spark a violent reaction. Hence the necessity for a continuous program of interpretation which results in understanding in order that improvement may proceed without shock.

### **Role of Laymen in Improving Instruction**

There is no better way to get to know people, to understand them, and to appreciate them than to work with them on some common goal. Likewise there is no better way to secure support for an organization than to have many people at work in it. Successful churches recognize this and put their members to work. People may differ violently about a minister or a sermon or a belief, but they will work together for hours at a church supper. The common job has a unifying influence. Fifty years ago laymen participated in the details of school organization and operation, including instruction. In small communities board of education members hired and fired teachers, selected textbooks, visited classrooms, and evaluated teachers. Not uncommonly, boards of education even in large cities appointed visiting committees of citizens whose function was to evaluate the

schools, including the quality of instruction in all areas. For example, the following excerpts are from citizens committee reports published in the official reports of the superintendent of schools of Madison, Wisconsin, for the indicated years:

Committee on Primary Schools, 1897

The teachers' attention be particularly called . . . to the exercise of more care in distinct and comprehensive reading, eliminating, if possible the traditional public school "sing song."

Committee on Grammar Grades, 1900

The Committee desires to recommend that a uniform series of text books in history be adopted as soon as practicable that more regular and satisfactory work may be accomplished. They would suggest also that the reading books for supplementary reading are too difficult for many of the grades in which they are used.

Committee on Grammar Grades, 1901

Throughout the rooms visited, we noted almost universal lack of distinct articulation, proper pronunciation, and correct spelling. Teachers as well as pupils failed in proper pronunciation of words in common use.

Committee on Grammar Grades, 1902

The Committee deplores the fact that the present method of teaching spelling does not produce good spellers. Much attention is given to writing the lesson but little to oral drill, which in the opinion of the Committee, is of great importance.

Committee for High School, 1902

While definite classes were assigned to certain members of the Committee, every member, nevertheless, felt free to visit any other classes in the school. In some instances objections were raised against certain text books. . . .

This Committee considers a serious defect, and unanimously recommends that hereafter every pupil be compelled to take a course in the elements of physiology and hygiene. We make this recommendation not because the study of physiology and hygiene is possessed of exceptional disciplinary and educational value, but because of the incalculable benefit to be derived.

It should be remembered that in these early days most teachers had little education beyond high school and the few teachers with bachelor's degrees had little or no college work in education. Teaching had not become professionalized. With the establishment of departments of pedagogy in reputable liberal arts colleges and universities, the lengthening of the period of education for teachers, and reliance on controlled studies for answers to problems in teaching, laymen gradually withdrew from active participation. In other



words, as the professional stature of teachers rose, laymen played a less and less active part in the operation of the schools. Rather they employed teachers who were expected thru education and experience to know more than untrained laymen about teaching school.

### *Getting Back to Where We Started*

Perhaps the pendulum swung too far in some areas, almost to the point of public indifference to schools. During the depression of the 1930's we began to hear of the need for schools to be concerned about their *public relations*. Programs were set up to get information about schools to the people.

More recently, emphasis has been placed on the need for *two-way* communication between schools and the public. During the past dozen years we have completed the circle—we are back again to emphasis on lay participation.

Some factors responsible for this most recent shift are: (a) needs of the schools resulting from neglect during the depression and war years; (b) inflation; (c) increased governmental expenditures for purposes other than schools; (d) studies indicating that many attitudes have their roots in religion, family, custom, emotion, and culture rather than in facts and that information alone is not too potent in changing attitudes; and (e) evidence indicating that active participation within heterogeneous groups is likely to be more effective in changing attitudes than mere facts.

### *Helping Our Friends*

This does not mean that schools should no longer be concerned about informing people about what is going on. Certainly, the ardently pro-school group appreciates facts to bolster its position. Further, facts may be sufficient to win or to hold against falsehood that large group of citizens with a generally good attitude toward schools. "A favorable attitude based on nothing more than the general attitude of goodwill cannot stand any distortion of the truth because it has no facts with which to meet such charges."<sup>5</sup>

### *Laymen and Educators*

The question is, How can we have lay participation in the conduct of the schools, enjoy its values to the schools, and at the same time

<sup>5</sup> Midwest Administration Center. "What They Don't Know Can Hurt You." *Administrator's Notebook* 2: 3; November 1953.

respect the intellectual integrity of professional educators? Obviously, we do not wish to encourage the kind of lay participation of half a century ago.

The major function of public schools is to provide the best long-range education possible for children. Its major purpose is not to provide opportunity for laymen to participate in the management of the school. Therefore, some principles for lay participation are suggested as follows:

1. Participation should be honest, willing, and sincere, not window dressing.
2. Laymen should be asked to participate in areas where they have knowledge, training, or experience, or have time and facilities to gather necessary information.
3. Lay participation should not be a technic for securing ratification of the predetermined decisions of administrators or pressure groups.
4. Lay participation should not be used to relieve an administrator of his responsibility for making decisions.
5. As suggested on page 90 of Chapter Six, the school jobs of laymen should be carefully defined and planned in the interest of saving their time.
6. Some areas are not subject to decision by either professional educators or laymen. These are areas of legal requirements which can be changed only by law.
7. Decisions should be made in terms of the best education possible for children, regardless of source. Lay participation should be used when better education will result.

Within the framework of board of education policy there are many questions on which decisions can be made or recommendations formulated and sent to the board of education. These might be classified roughly into three general categories: (a) those primarily the responsibility of laymen, (b) those shared by professional educators and laymen, and (c) those primarily the responsibility of professional educators.

The promotion of a bond campaign is an example of the first category—laymen assuming almost full responsibility. In a city where school bond issues have repeatedly carried overwhelmingly, the procedure described below has been used.

The president of the all-city PTA council and the superintendent call a meeting of the presidents of all elementary-school PTA's. Data on the impending bond issue are submitted by the superintendent. If after thoro discussion the group decides to accept responsibility for the campaign, it organizes for the purpose and elects officers. Necessary committees are appointed, one of which is to



prepare and publish a leaflet with all pertinent facts. Costs are shared thru assessments on each PTA. Each member of the central committee becomes thoroly familiar with all facts, including background data, so that he can instruct all workers in his area. He then goes back to his own school area and with the help of the principal appoints at least one lay volunteer worker in every city block. He then instructs the block workers in the details of the leaflet as well as in background data. On an appointed day before the referendum, each block worker calls at every home in his block, discusses the issue, and leaves a bond issue leaflet with every householder.

Hence, not only have school bond issues been approved overwhelmingly, but also hundreds of active workers have become sufficiently informed on school population and building needs to speak authoritatively. Except for the superintendent of schools and elementary-school principals, the school staff has very little part in the campaign.

Teachers and laymen can work together on an approximately equal basis in deciding upon the kind of report card to be used. Report cards are messages between teachers and parents. Certainly parents should be told what they want to know about their children's status and progress in school as well as what teachers would like to tell them. Also, report cards should be understood by parents as well as by teachers. One way to assure this is for teachers and laymen to develop the reporting form together.

Other tasks suitable for laymen-teacher cooperation are deciding on objectives of the school, planning extracurriculum programs, setting homework policy, planning a health program for the school, and planning for such delicate areas of the school program as sex education.

Areas of decision in which professional educators should assume major responsibility are those in which decisions should be made primarily on the basis of professional study. This does not mean that laymen should not be members of such committees or should not attend faculty meetings where such committee reports are presented and evaluated. However, the laymen cannot be taken thru all the professional courses and studies on every issue involving professional decisions. It is somewhat akin to a patient's relation to his physician. He employs a physician because he has medical knowledge and skill based on years of study and practice which

enable him to reach decisions that will produce the result the patient wants—to get well or to keep well. People like to have the physician tell them what he is doing and why but cannot expect him to put them thru medical college. If a patient tells him what to do, he will do it only if he is convinced that it is the proper treatment. Otherwise, he is ethically bound to release the patient rather than knowingly not treat him properly.

Parents have a right to expect a teacher to do everything possible to teach their children to read, but they do not have the right to tell him how to do it. The teaching of reading is a professional skill. Teachers have professional and ethical obligations to use the best methods based on scientific studies and good practice, even at the expense of their jobs. If parents do not think their children are doing as well in reading as they should, they have the right thru proper channels to request the dismissal of the teacher or principal or superintendent as they would a medical doctor, but not to dictate violation of his professional standards. The status of professional teachers will never be enhanced if they become victims of uninformed popular clamor. Capable young men and women are not attracted to such so-called professions.

Lay participation, therefore, is not an either-or, or an all-or-none activity. It is a means to an end, not an end in itself. The end is good schools. Used wisely and appropriately, lay participation can be an excellent tool for the promotion of better instruction. Like any good tool, it can be abused.

### Community Resources Aid Instruction

It is only common sense to utilize all the resources of a community in the education of children. Therefore, every effort should be made to bring children into contact with educational resources outside school and to bring educational resources from the community into the school.

For many years most schools have had regularly scheduled trips to such local resources as a farm, dairy, bakery, post office, newspaper, airport, market place, and waterworks. Schools, usually thru a committee of pupils, invite into classrooms citizens well versed in almost every field of interest. A person who has visited Africa, an airlines pilot, an authority on wildlife conservation, a



professional writer, a stamp collector, an amateur astronomer, a nuclear physicist, a chemist, and a lover of poetry can all make worthwhile contributions to a school's program of instruction.

These people become a part of the school. Where they find a common interest with well-behaved and alert children, they find a common bond of belonging.

### *Helping the Parents Teach*

Because of the danger of confusing children with different teaching methods, parents have been admonished not to try to teach beginning reading or arithmetic. That is the school's job, they have been told.

Parents have been somewhat frustrated because they know it is almost impossible to avoid teaching young children. How many times has every parent listened to such pleas as: "Read me a story." "What does the print say?" "Write my name." "What letter is this?" "What word is that?" "What number is that?" "How do you spell . . .?"

Many children have suffered because their parents have attempted to teach them before they were ready or by a method different from that used in school. However, schools can do much to help children as well as to relieve and assist parents if they will tell parents what they can do to help. For example, the public schools of Glencoe, Illinois, have published a booklet entitled *Together We Learn*. This was prepared by a parent-teacher committee for use as a guide for home activities keyed to school curriculum experiences.

A kindergarten handbook may list the letters of the alphabet in the manuscript form taught by the school. Parents who answer children's questions about letter forms can teach the form later taught in school. One elementary-school principal during the first few weeks of school has each first-grade teacher meet with all her parents and explain in detail how she teaches beginning reading. It provides an excellent opportunity to put to rest fears about the rate of progress and to re-emphasize the importance of readiness.

Parents should know they can do much to give their children experiences which can be used as a foundation for putting meaning into word symbols. Parents can be reassured that they do not have to take their young children to Europe or to the Grand Canyon

to give them background experience for reading. A family trip to a nearby park, lake, farm, river, or store can provide much to talk about. Watching a pair of robins raise a family from the nest-building stage to the day the young birds are pushed out of the nest can provide conversation for weeks and memories for years. Watching flowers grow, admiring sunsets, and raising a pet have implications for teaching reading far beyond the realization of most parents.

Merely surrounding children with many attractive and good children's books can do much. Early in December one school sends to parents briefly annotated lists of books for children. These lists are used not only by parents but also by uncles, aunts, grandparents, and friends in the purchase of books for Christmas presents.

Above all, parents should know that their interest in their child's early reading is vital. Parents should show enjoyment in reading to children, and always be willing to listen to and encourage children to read to them. The teaching of reading is much broader than parents ordinarily think.

Parents should know how arithmetic is taught. Whether subtraction is done by the additive or "take-away" method may be inconsequential to adults, but the failure of school and home to get together has caused tears for many children.

Certainly school and home should collaborate on the health program if it is to be more than a sterile abstract exercise. There is no good reason why parents should not know how the school teaches a new word in spelling and have their child's word list for his grade as well as those of previous grades. School and home do not operate in mutually exclusive spheres in the education of children. Each can augment the work of the other.

### *Building Community-Centered Schools*

For a long time the walls of classrooms have been extending outward until now they encompass the entire community. This trend has culminated in what is called the community-centered school. The Fifty-Second Yearbook of the National Society for the Study of Education<sup>6</sup> presents a comprehensive discussion of the movement. It defines the community school thus: "The community

<sup>6</sup> National Society for the Study of Education. *The Community School*. Fifty-Second Yearbook, Part II. Chicago: University of Chicago Press, 1953. 292 p.



school, by means of the educative process, relates the resources of people and communities to the problems of people and communities in order to accomplish a higher standard of living." Problems of people are suggested as centering around food, clothing, shelter, recreation, health, citizenship, morality and religion, and work. The program of the school so far as possible is geared directly to the life of the community in these areas. Not only does it tend to add reality and stimulation to the work of the school, but it also involves many people in the community in a direct working relationship.<sup>7</sup>

Further, numerous organized groups in every community are eager to help the schools: AFL-CIO, National Association of Manufacturers, Chamber of Commerce, American Association of University Women, American Legion, Veterans of Foreign Wars, American Jewish Committee, League of Women Voters, and service clubs. To fail to tap these ready sources of school support can be a great loss to the schools.

### Technics for Guiding Lay Interest

Newspapers, radio, and TV can effectively guide lay interest and action. Most editors and directors of radio and TV stations believe in the public schools. They like to exert constructive influence. However, they are human and do not like to have to struggle to get news stories. Schools should make it as easy as possible for editors to get school news and to have it always at hand because competition for space and time is intense. The kind of relationship that exists between the school and press, radio, and TV, whether cooperative or antagonistic, can make a tremendous difference in the amount and kind of press coverage the school gets.

Occasional meetings or workshops, including parents of children in school, citizens without children in school, classroom teachers, administrators, supervisors, and reporters, might be profitable. It should be possible not only to create better understanding and eliminate misapprehensions but also to provide more of the news that people want most.

Even when good relations exist, one can expect derogatory statements to be printed now and then. Newspapers thrive on

<sup>7</sup> Southwestern Cooperative Program in Educational Administration. *School Men at Work in Their Communities*. Austin: University of Texas, 1954. 19 p.

controversy and circulation. They never want to be scooped on attacks. But where good relations exist, they will provide the schools a fair chance of rebuttal. For example, when the syndicated articles on *Why Johnny Can't Read* came thru, newspapers with good relations with schools gave them equal opportunity to answer.

### *Advice from Newsmen*

The following general advice from the press is helpful in creating good press relations: Don't try to tell reporters what they must write; give them the facts. When writing a story, put the essential facts in the first paragraphs; put the least important information in the last paragraphs. Thus, if cutting is necessary, it can be done without rewriting. Be concise; use simple language. Do not expect all stories to be printed—some may lack news value or be crowded out by a last-minute news break or an advertisement. Help newsmen with the background material. Give them a tip on a story about to break. Trust reporters; good newsmen do not break confidences. Numerous publications include many useful suggestions on handling school news.<sup>8</sup>

### *Guiding Principles*

We have been weak on news stories in our failure to emphasize continuously the function of the American public school. We have assumed that everyone knows and accepts without question the function of the public school in America. This is not true. Many laymen do not appreciate the function of the public school in the life and perpetuation of our American democracy. Most seem to think it is to help individuals to get ahead in the world.

We have concentrated our publicity on what goes on in schools and on what schools need. Too often we have not been successful in getting money for school needs: new classrooms, well-qualified teachers, good equipment, adequate libraries, and so on. People are willing to spend money for what they think is important. Many people apparently place a low priority on schools, possibly because they do not understand their significance. People need to be in-

<sup>8</sup> American Association of School Administrators. *Public Relations for America's Schools*. Twenty-Eighth Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1950. 497 p.

American Association of School Administrators. *The Superintendent, the Board and the Press*. Washington, D. C.: the Association, a department of the National Education Association, 1951. 23 p.

National School Public Relations Association. *Let's Go to Press*. A guide to better school news reporting. Washington, D. C.: the Association, a department of the National Education Association, 1954. 48 p.



formed and reminded repeatedly of the purpose of public schools not only in terms of children but also in terms of the community, the state, and the nation and in terms of free enterprise, the American way, and democracy.

There should be clearly defined procedures on news releases. No question should arise in the mind of any staff member as to whether he is acting properly in releasing news.

News stories, other than routine reporting on such matters as board meetings and "spot news," can usually be classified in two general categories: (a) recurring events and (b) interpretive stories. Recurring events are those which take place at regular intervals such as the opening of school, appointments of new teachers, elections of class officers, special programs, and awards. Usually such stories are released by or with the knowledge of the central office.

Interpretive stories, such as "Those Spelling Demons," "Mathematics Today," "Art in Today's Schools," and "Good Manners Are Taught," might well be provided directly by teachers with the knowledge and assistance of principals or consultants. Whatever the plan for release of stories, it should be clearly defined so that teachers know on what subjects and under what conditions they are at liberty to talk freely with reporters. The following suggested procedures have been helpful:

1. In order to avoid wasting time of all concerned, teachers should understand what constitutes good school news. This is the responsibility of the administration.

2. Teachers should keep the principal fully informed of their publicity activities. (This is to protect the teacher as well as to insure a check on the kinds of news stories that go out of the building for which the principal is responsible.)

3. When the teacher has what he thinks is a good story, he should discuss it with his principal. They should agree on the major points to be emphasized. Then the principal should endeavor to schedule a reporter and a photographer thru the central office or otherwise.

4. Teachers should be prepared, ready, and punctual in meeting scheduled appointments with reporters.

5. Once a news project has been properly cleared with the principal, the teacher should talk about the project as freely and frankly as he cares to with the reporter. The teacher should remember tho, that the reporter thinks he knows more about how a story should be written and how pictures should be taken than the teacher. There is a point beyond which a reporter will rebel against too much dictation. In general, the teacher should try to emphasize the major points to be featured and leave to the reporter the details and the writing of the story.

6. It seldom occurs, but if a reporter should come into a classroom unannounced and request a story, he should be treated courteously. The teacher should explain that he is not permitted to give interviews without first clearing with the principal.

7. The teacher should not wait until the culmination of a unit that would make a good story before notifying his principal. Reporters and photographers, except for spectacular spot news, have tight schedules. To have to keep a project on display in a classroom for two weeks after the climax and teaching values are past, while waiting for a photographer, is not good. Rather, the principal should be told in advance that a possible story will be ready in two weeks. One school uses simple forms on which teachers can report future possible stories and pictures, and dates when they will be available. In addition to focusing on advance planning of stories, this procedure helps some shy or modest teachers to suggest stories when they would hesitate to do so if the initiative were entirely their own.

8. Most reporters prefer to write their own stories. However, if a teacher is asked to write a story, he should clear it with the principal before turning it over to the newspaper.

9. Good reporters are as eager to get good school stories as schools are to have them printed. It is not a one-way street.

10. The apparent fear of reporters which some teachers have may be partially overcome by familiarity. The principal might invite the reporter covering the school to talk informally with teachers in his building about what he considers good school news. Frequent informal contacts between teachers and reporters breed mutual respect and confidence.

11. Reporters should always be treated in a friendly, courteous, and businesslike manner. They should be neither feared nor snubbed.

Even tho there is only one newspaper in a community, whether daily or weekly, there is still need for at least an informal gentlemen's agreement. Misunderstandings can be avoided if there is mutual understanding of what is wanted, when, and how. If there is more than one newspaper, utmost impartiality is imperative, and methods for securing and releasing news stories of all kinds should be agreed upon and meticulously followed.

There is no need for the school to be a battleground for scoops on recurring events. If a community has two morning or two evening papers, the problem is simplified—release at the same time to both papers. If one is a morning and one an evening paper, there might well be a meeting attended by the editors and the superintendent where all such recurring events for a year are listed and, by mutual consent, divided between the papers.

An agreement in one city with morning and evening papers is that a school story which breaks before 2:00 p.m. belongs to the evening paper; one that breaks after 2:00 p.m. belongs to the morning



paper. Also, it is agreed that either paper working on a feature story may secure help from any proper school official and the school will not reveal to the other paper that the story is forthcoming. Morning and evening rivals sometimes have Sunday papers. In such cases many recurring stories can be saved for Sunday. A fair, orderly, agreed-upon relationship with the press can do much to establish good school-community relations that can relieve a superintendent of many a headache and result in better instruction.

### *Providing Speakers and Demonstrations*

Many organizations have a difficult time finding good speakers or demonstrations for their programs. Rarely do they have funds for such purposes, and there is a limit to the extent to which they can impose on speakers from distances requiring transportation. No club or organization should ever have difficulty getting a program on some phase of the instructional program. Some schools have lists of speakers and programs available set up thru their teachers associations and send them to all program chairmen of community organizations. It is often surprising how many good programs can come out of a small teaching staff when it is organized for that purpose. Citizens are always interested in such topics as "How We Teach Beginning Reading," "Learning To Spell," "The Place of Phonics in School," "Changing from Manuscript to Cursive Writing," "Our Social Studies Program," and "What Happens to Our High-School Graduates." Few programs are more fascinating and informative than a good live demonstration of teaching a class in reading, arithmetic, spelling, music, or art. Not only do these talks and programs provide information, but they also create respect for the school program and for staff members. Superintendent Jones might not have been quite so overburdened if he could have had other members of his staff readily available with prepared programs.

### **Local Taboos and Controversial Topics**

America takes pride in her differences and seeks to respect them. Communities differ widely in their beliefs and traditions. The same holds true among people within a community. A belief that appears silly to one person may be taken very seriously by another. One

cannot in any community ever expect to please everybody with any school program. There may be times when schools have to stand up and battle against a well-entrenched community belief or tradition.

A certain religious group was strongly opposed to including in Grade VI a unit on "The Story of Rocks." The unit outline referred to the many thousands of years involved in the formation of certain types of rocks. This, the protesting group claimed, was contrary to the Biblical explanation of creation. The superintendent had the materials checked by a geologist for accuracy. When they were pronounced authentic, it seemed inadvisable to deprive the vast majority of children of the information for the sake of the few who opposed. It was agreed, therefore, that any time these units were about to be studied, a note from a parent would be all that would be necessary to have his children study an alternate unit that was not objectionable.

In order that teachers may feel secure in dealing with controversial issues, many schools have established policies for handling controversial issues. An example of such a policy is one adopted by the Board of Education, Elizabeth Public Schools, Elizabeth, New Jersey.<sup>9</sup> The printed policy includes a general statement and specific considerations, under which are listed definition, criteria for determining appropriateness of controversial issues for school curriculum, responsibility of the teacher, responsibility of administration, and selection of materials.

Numerous publications treat the matter of controversial issues in schools.<sup>10</sup> A good general rule on controversy, however, is: Unless the results justify the cost, it may be better to avoid a battle and save the energy for a conflict worthy of the cost. For example, important minority groups are opposed to certain books. Usually these books are no better than other books to which there are no objections. For the sake of major long-range objectives, why not substitute?

<sup>9</sup> Elizabeth, New Jersey, Public Schools. *A Policy for the Handling of Controversial Issues in the Elizabeth Public Schools*. Elizabeth: Board of Education, June 1950. 5 p.

<sup>10</sup> Junior Town Meeting League. *Teaching Controversial Issues*. Columbus, Ohio: the League, 1948. 32 p.

Association for Supervision and Curriculum Development. "Controversial Issues—Why and How." *Educational Leadership* 8: 325-65; March 1951.

National Council for the Social Studies, Committee on Academic Freedom. "The Treatment of Controversial Issues in the Schools." *Social Education* 15: 232-36; May 1951.

Hopkins, Carl L., and Sharer, Norman B. "How Should We Teach Controversial Issues in the Secondary School?" *Bulletin of the National Association of Secondary-School Principals* 37: 214-17; April 1953.



## Guiding and Evaluating Pressures and Propaganda

Schools are bound to be in the middle of conflicting pressures. This is inevitable in a democracy. Most of the pressures, however, are sincere and well meaning. Some are from organizations that are struggling desperately to get credit for a good deed. They want recognition. Many, merely because they do not know what else to do, wind up with essay and poster contests and fantastic projects purported to solve every social problem imaginable.

Schools might avoid some of these pressures if they could have at hand at all times a list of constructive projects that such ambitious groups could adopt, such as scholarships, summer camps, and swimming pools.

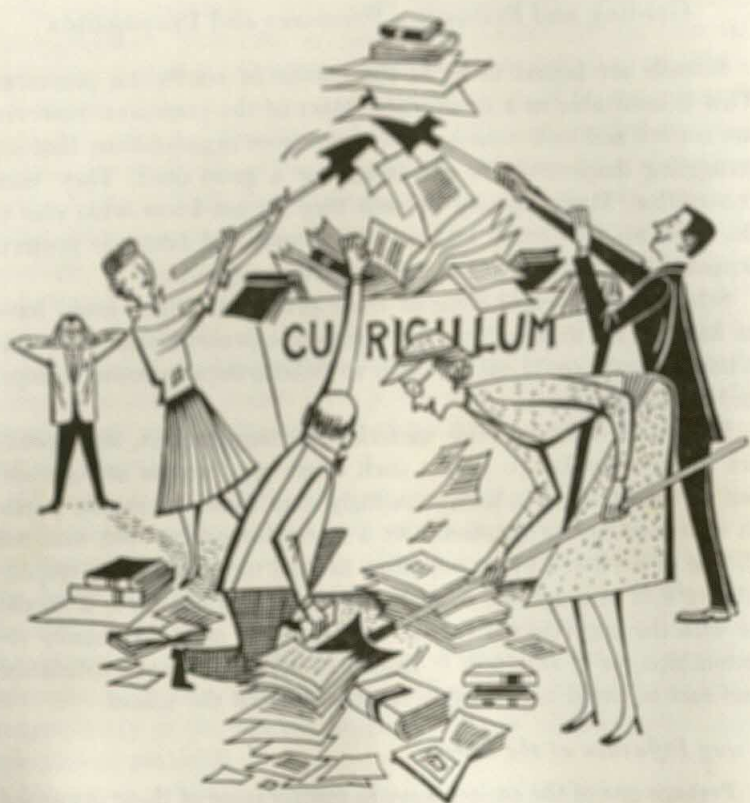
Industrial concerns offer materials, demonstrations, and speakers to the schools. To refuse such offers may arouse antagonism, but to accept them indiscriminatingly may mean subjecting pupils to advertising or propaganda. As a matter of policy, such material should be reviewed by a committee of staff members whose responsibility it is to weigh the educational aspects. If accepted, it should be with the appreciation that it will make for good community relationships, or if rejected, it should be with sufficient explanation and tact to avoid unfavorable reaction toward the school.

### *Using Influence at the Source*

Perhaps one of the easiest ways to control some of these organized pressures is at the source. One representative of the school in an organization can often stop a motion which otherwise would pass unanimously. This is especially true where, except for the promoters, most members know little about the project other than it is cloaked in one of the psychologically good terms such as "character building," "anti-delinquency," or "Americanism." Merely for a teacher member to raise questions as to just how effective the project would actually be in attaining such laudable objectives, or as to difficulties involved in administering it, is all many organization members need to reject such a motion.

### *Services of Professional Associations*

Professional associations can do much to assist principals in evaluating nationwide contests. For example, the National Asso-



*Pressure groups tend to want to add to the curriculum,  
but rarely does a group suggest a subtraction.*

ciation of Secondary-School Principals has an *Approved List of Contests and Activities*.<sup>11</sup> It is not difficult to reject a request if it is not on the approved list. Further, even tho it may be on such a list, this organization and such others as the North Central Association of Colleges and Secondary Schools suggest limitations on the extent to which schools should participate. The International World Improvement Council which badgered Superintendent Jones in Chapter One would probably not have been on such a list.

<sup>11</sup> National Association of Secondary-School Principals, Committee on National Contests and Activities, *Approved List of National Contests and Activities for 1955-56*, Washington, D. C.: the Association, a department of the National Education Association, 1955. 6 p.



### *Something Has To Give*

Pressure groups tend to want to add to the curriculum, but rarely does a group suggest a subtraction. Every suggestion deserves careful consideration by the school. However, requests are frequently made on an emotional basis with total disregard for everything else in the curriculum. A technic sometimes used by superintendents to keep the requests for additions to the curriculum within bounds is to ask the obvious question, "If we add your request to the program, it must replace something now taught; what shall be eliminated?" No matter what is suggested, whether music, art, physical education, arithmetic, or social studies, each has its own ardent proponents who are willing, ready, and able to do battle for their cause. The issue then becomes one between proponents of various interests rather than between the school and a single pressure group. It thus becomes evident that additions are not as easily made as originally assumed.

### *Pressure Groups Are Usually Sincere*

We need to be on guard against labeling as an undesirable pressure group any organization that seeks to disturb the *status quo*. Most of us regard our own ideas for improvement as intelligent, farsighted good citizenship. Most of these so-called pressure groups are sincere, well-meaning people honestly trying to improve a situation. Many of them do have good ideas, and we can learn much from them. All should be given a fair hearing. We never know when we may strike a useful idea. But if pressure groups are in error, if their program is impractical or unsound, or if other interests rate a higher priority, they should be told so frankly and fairly and also why. We must base our relations on the assumption that most people are sincere, fair, and reasonable, that they want to do the right thing, and that they will respond favorably when treated with courtesy and decency.

### *Finding a Common Ground*

Once people, no matter how divergent their views, can agree on a desire to do what is best for children, a common ground for decision has been reached. When new proposals are considered in the light of what will happen to children, questions of status, face,

and credit merge into the background. Differences can be resolved in terms of a better opportunity for children.

### Pressures: The Superintendent's Stock in Trade

Superintendents of schools, like John Jones, are always in danger of being swamped by the machinery of operation and pushed hither and yon by community pressures. To avoid being overwhelmed by machinery, the superintendent needs to have good organization, to use the full capacities of his staff, and to delegate responsibility. To avoid becoming a victim of pressures, he needs to guide and utilize the pressures by judicious leadership and long-range planning with his staff, board of education, and representative laymen with a backlog of community understanding, confidence, and support. It is easier said than done.

A superintendent must always keep in mind his long-range goals and move persistently but, if necessary, slowly toward those goals. He must be ever alert to capitalize on good brakes, watch his timing, not permit the school to become involved in enervating, petty controversy, make strategic concessions on minor issues, but hold to his ultimate objectives.

He must assist the school staff in working with the community and must guide the community in working with the school. Better instruction and good school-community relations are inseparable.

The superintendent should never forget that the public schools can be the greatest unifying force in the community. It is his function to weld into the best educational opportunity possible all the divergent factors and influences in the community. Pressures are his stock in trade. He must cope with them and utilize them.

School-community relations that create a climate conducive to the promotion of better instruction are a shared responsibility. The superintendent must share this responsibility with others and utilize every resource in the community. This includes board of education, school staff, pupils, parents, and laymen as individuals and as members of groups. He needs to develop technics for securing advice from people, for working with people, and for helping them to work with one another. He needs skill in discovering a common ground on which people with diverse interests or points of view can work together. He needs to clarify issues, identify prob-



lems, and guide discussions toward constructive ends. He needs to develop technics for eliciting the best contributions possible from others. He must be generous with credit where credit is due. But regardless of the extent to which he is able to share the responsibility for school-community relations that are conducive to the promotion of better instruction—and the greater the better—he must never abdicate his responsibility as a professional educational leader. He must be more than a counter of hands. He must be more than merely a coordinator. He must be a leader, a leader in the best sense of the word, one who continuously earns his privilege to lead. In America we recognize that there is a great strength in well-coordinated diversity under sound leadership.

## CHAPTER EIGHT

### *Using Material Resources*

SUPERINTENDENTS often express regret that their jobs put them so far from the youngsters. Yet, thru their part in providing adequate school facilities, useful instructional materials and supplies, and pleasant outdoor as well as indoor environment, the superintendents of even our largest city school systems touch intimately the lives and the learning opportunities of boys and girls.

For a superintendent, one of the ways of influencing instruction most occurs thru the conditions for teaching which he helps to create and maintain. In terms of morale alone, the improvement of instruction gets a big boost from conditions that lend an air of freedom, creativity, and efficiency to a classroom. What better way can he help than by perking up the physical environment?

Here in the middle of the twentieth century, most superintendents are hard pressed to *keep up* with building needs; never mind *perking up* their appearance. Yet, new facilities built even in the heat of classroom crisis can be planned in such a way that instruction is greatly enhanced. We know from our American legend that much instruction can take place on one end of a log; but for the complex task of teaching millions in our country, the log alone will never do. This Commission accepts the premise, then, that quality of instruction is intimately related to kind and amount of material resources.

All of us have seen a few inspired teachers who could turn a downright drab and uninteresting classroom into a wonderland for learning. In such instances, an observer might almost say the administrator's chief function is to stay out of the way. The truth is, even in such exemplary situations, the climate for work which we talk about in Chapter Four must have been created and maintained by the administration. There is every bit as much reason for teachers to be involved in decisions about classrooms and materials as about textbooks. When they are, the buildings that result can be closely tuned to the instructional process.

But let us turn to cases, reasonably typical ones. In them, we can observe an administrator making the environment in each classroom as nearly perfect as resources and local ability will allow.



## Environmental Changes Affect Learning

Lincoln High School was a stately old building with the quiet dignity that is acquired with age and distinguished service. It commanded respect and recalled pleasant memories for most older people in the little town of Springdale. Each September for more than three generations teen-agers in the community had climbed the long flight of steps from the street to the entrance, thru the massive foyer, and into one of its 12 high-ceilinged classrooms almost identical in size and shape. There they had studied the languages, mathematics, the sciences, and the arts. Each springtime a small group had graduated with all the honors the community could bestow. Springdale had always been proud of its young people and proud of its school. Many of its graduates had gone on to college and now held important positions in the community and elsewhere in the nation.

Once again here was opening day of school. But old Lincoln High School stood alone, deserted, and forgotten. All the attention and interest in Springdale was centered on the new high school.

It had all started three years ago with the school district reorganization. After a lot of controversy, debate, and seemingly endless hearings, 19 small districts that surrounded Springdale had voted to join with the village center in a large administrative unit. This reorganization had more than doubled the high-school population and more classroom space had to be provided. Many of the people who had not been overly enthusiastic about the reorganization believed this space could be provided most economically by adding classrooms to the old building. But the supporters of the reorganization program vigorously opposed such a solution to the building problem. They insisted on having a new plant in a new location that could provide a much wider range of educational opportunities. They maintained that the academic program which old Lincoln High had been designed to accommodate would not meet the needs and interests of many young people in the newly formed district. Many Springdale teen-agers became workers, not students, after high-school graduation. They wanted a better and a broader program, and they were convinced that the building would have a decided impact on the instruction taking place within its walls.

This problem was too big and too important for the superintendent and the board of education to make a hasty decision. They wisely

decided to seek the advice of a committee of citizens representing both the farm and the village segments of the newly formed district. On the advice of the school superintendent, good representations of teachers and of students were included on the committee.

As this committee studied the educational needs and interests of the community, occupational opportunities, migration in and out of the community, college enrolments, newly developed instructional equipment and materials, and new technics of teaching, sentiment could be seen shifting toward a new building. People realized that a new type of educational program had to be provided and that it was only common sense and good judgment to prepare to do it right.

By the time the citizens' report was completed, the board's decision was easy. Public sentiment clearly supported a new plant; educational counsel and advice favored it. By the time the bond issue for constructing a new plant had been submitted and approved by the voters, new committees were at work spelling out the features of the new educational program, and an architect was busy translating the program requirements into needed plant facilities.

As the plans were completed and the new building moved thru the tedious stages of bids, contract awards, and construction, it looked so different from old Lincoln High that some of its most vigorous supporters were considerably awed. First there was the 30-acre site with plans under way for gardens, outdoor play courts, a small park along the brookside, driveways, parking areas, and a well-landscaped entrance. Facilities for community recreation were not forgotten. Then there were the laboratories for biology, chemistry, physics, general science, and homemaking; the shops for vocational agriculture, auto mechanics, and woodwork; cafeteria, gymnasium with shower and locker rooms, auditorium, health suite, counseling and guidance center, spacious library, and the administrative offices. Classrooms varied in size; some were equipped with stages and special devices for use of audio-visual equipment; others had sliding partitions that could be drawn quickly and easily to divide large classrooms into small conference spaces.

As two old-timers in the community walked around the building on dedication day just before the opening of school, one said, "It surely is an improvement over old Lincoln High."

"Yes," replied the other, "I wonder if there will be that much improvement in what the children and teachers do."



*All That Glitters Is Not New*

Most magazine stories about fine facilities tell of *new* buildings where instructional improvement is enhanced. The same, or similar, effect can be had by modernizing old buildings, out of date but structurally sound and destined to "be around" for a good many years yet.

Visualize a school improved with fresh paint, a new lunchroom, a new library, and new furniture in all classrooms. Assume that teachers, children, and laymen have helped to make decisions about these improvements; they have talked about what they wanted for the new school. Some teachers and parents have visited other schools, some have visited school equipment houses, and some have gone thru professional journals for ideas and plans. A remodeled, modernized school building is the result. But can we assume that having the elements of a good learning environment will *insure* good instruction?

Early in the first session of the preschool conference, Lawrence Brown, the principal of Oakwood School, raised this question with the teachers, "Now that we have a practically new building, what differences should it make in the way we teach?" At first, responses were slow to come. Some teachers obviously had not thought they would teach differently. After some hesitancy, however, Alice Ryan, a first-grade teacher spoke.

"Having a sink in my classroom will help my first-graders do a number of things differently. Now we can wash hands so easily. We won't have to line up and go down the hall to wash before and after lunch, after working with clay and paints, after play period, before handling books, and at all those other times that hands need washing. We will save a lot of time, but more important is that no longer will we just talk about cleanliness—we will practice it.

"I guess we'll have art more often," she laughed. "I usually didn't have the courage to let children work with clay and paints more than once a week. It was such a chore to bring in and take out the water for cleaning up the tables and the floor. But now each child can help with the cleaning."

"I expect to use the lunchroom as a real laboratory for learning," said a fifth-grade teacher. "I am glad the schedule has been arranged so there is enough time for each group to eat in leisure, engage in



*It was such a chore to bring in water for cleaning up.*

pleasant conversation, and really enjoy the lunch period. I have already asked the school lunch supervisor and the home economics teacher to help me with the problem of wise food selection by the children."

A third-grade teacher guessed that the reading program in her room would take on a new look because of the new movable furniture. "It will be possible for a small number of children with similar interests and difficulties to work together. I can move from group to group and from child to child and give help to each one as it is needed. When the whole class works together, we can arrange our chairs informally so that every child can see the faces of the others. This arrangement will be especially good when children talk about books, stories, or poems they have read. The same flexibility applies to presentations of dramatic skits."

Other teachers talked about other things and how they would make a difference in instruction: the electrical outlets in each classroom, record player, tape recorder, various projectors, additional



tack board and display space in each room and in the halls. Other ideas would crop up during the first year of use; it was the principal's job to see that good ideas could be shared.

### *Within the Walls*

The next move by many superintendents to get the most—instruction-wise—from material resources will not involve school-building changes at all. Resources, such as supplies, instructional aids, and materials, are the daily “material resources” we can work to improve.

The changes brought about in most schools are not the consequence of chance factors, or of a superintendent's desire just to clean things up and be different. School facilities are modified because they have to be in order to keep up with a continuously improving instructional program. As any curriculum becomes more complex, as the kind and number of school experiences increase, the variety and complexity of the physical facilities which are needed to implement the curriculum increase, too, probably in direct ratio. In other words, a school building and the teaching-learning materials it houses can be very simple when reading, writing, and arithmetic are the only things taught. But when the program of instruction includes music appreciation, gardening, citizenship, a radio workshop, mechanical arts, home economics, and auto repair as well as a realization that learning goes best in an attractive, pleasant environment, the physical facilities needed are numerous, varied, complex, and oftentimes expensive.

### *The School Campus Extended*

One large city school system recognizes that many of its high-school pupils go to sea as soon as they finish school. Consequently the board of education owns and operates a small ship as a place where these young people can learn some of the things they must do as seamen.

A small city is convinced that elementary-school pupils should learn something about farm life firsthand. To make this possible, the board of education acquired a small farm, and classes in all grades, kindergarten thru Grade XII, take turns spending several hours each month in the barns and fields learning about farming as a way of life.

### *Resources Are Put To Work*

In one elementary school many teachers did without important supplies because it was too much trouble to requisition them and too much time elapsed between requisitioning and receipt. The principal and a group of teachers in this school worked together and developed a feasible plan whereby a phone call to the principal's office did the requisitioning, and a *daily* follow-up of all requisitions was instituted.

Motion pictures were rarely used in a certain junior high school even tho the school owned a projector and had access to a number of good films. This led to dissatisfaction on the part of several teachers and the superintendent. They went to work on this problem and learned that:

1. Only the custodian could operate the projector and only two classrooms could be darkened
2. Films had to be ordered three months before they were to be used
3. Most teachers (and pupils) thought of films as entertainment
4. Few teachers knew about the films that were closely related to their instruction.

On the basis of this partial analysis of an instructional difficulty, plans were made, tested, and instituted that resulted in all teachers and a group of pupils learning how to operate a projector, the buying of inexpensive draperies to darken three additional classrooms, a one-week delivery on most instructional films requisitioned, and an acceptance of major responsibility for the audio-visual instructional material program by a seventh-grade teacher. Sometimes great ingenuity on a teacher's part can result in surprisingly worthwhile learning with pathetically limited physical facilities. In general, however, the Commission is convinced that the quality of a school's physical resources aids the quality of instruction in the school.

### *Cooperation Pays Off*

Applied to the matter of materials and supplies, the problem-solving approach may lead toward cooperation with other districts. For the school districts within one county in a West Coast state, cooperative purchasing of standard school supplies, such as paper, pencils, and chalk, results in better supplies at lower cost.

The county superintendent appointed a committee of representative district superintendents, art supervisors, custodians, and other



appropriate personnel to develop the specifications and compile a list of standard, commonly used supplies. Districts place their orders from these lists, and after bidding by vendors, orders are awarded and supplies delivered to the districts. Results show an upgrading of the quality of school supplies, and the savings have made funds available to meet other school needs. All this came about when superintendents and other members of school staffs in the county became dissatisfied with the high cost of supplies bought in small quantity. Some school districts in Michigan solved this problem by voluntary association without coordinating help from a county superintendent's office.<sup>1</sup>

### *Lights On*

Two situations occurring almost simultaneously in one school district led to an evaluation of schoolroom illumination there. During a regular schoolboard meeting one member questioned what he called excessive electric bills. A few days later the superintendent was visited by a parent who complained that her family physician had discovered a vision defect in her son which was believed to be due to his working under insufficient illumination. Both cases clearly called for answers.

A discussion of the question by the principals group led to the suggestion that a survey be conducted. The physics and economics teachers agreed to make the study with the help of students. Wiring systems were checked. The amount of illumination in all rooms on cloudy and clear days was studied. Teachers' habits of switching lights on and off were checked. The electrical rates for various conditions were investigated.

The survey's final report from students and two faculty members gave an accurate analysis of the why of costs. Suggestions were made, too, for optimum lighting conditions under which students and sometimes teachers should work. Results were better electrical rates for the board, changed circuits in many rooms, increased voltage in some instances, greater sensitiveness on the part of teachers to monitoring light switches and window shades, and new installations where needed. Teachers reported that alertness of students picked up noticeably.

<sup>1</sup> Muth, C. Robert. "Eight Can Buy Cheaper Than One." *Nation's Schools* 52: 102, 104, 106, 108; October 1953.

## How To Fit the Building to Instructional Needs

Superintendents who have attracted attention with new, creatively designed school buildings relate almost invariably that the result is due to the efforts of many people in the planning process. The professional literature in recent years has been full of stories of citizen and staff involvement in planning for new school construction. We are told there can be no more rewarding venture into co-operative problem-solving than that which is stimulated by the advent of a new building. Often such a situation can be turned advantageously into a rather broad study of the whole school program—its curriculum, its guidance plan for students, and other important features.

To convert plans and program into brick and mortar is not an easy task. Undoubtedly a great deal of time is required for maximum benefits—more time than often seems to be available with the mounting pressure for added space for teaching. Undoubtedly it means a continuing partnership between the school faculty, architects, and as many local citizens as possible. Let us look at a situation where this type of planning developed.

### *School Scaled for Children*

It took Scarsdale, New York, five years to get its Heathcote School. The year just preceding the architect's first sketches was a busy one. The superintendent and the architect described it this way:

From January through June, 1951, one or more of the architects spent some time every week visiting Scarsdale's classrooms, attending assemblies, observing, conferring with individuals and leading discussions among staff and community groups as to the implications of the proposed elementary school program. The secretaries met and studied their needs, the school nurse-teachers did the same; PTA presidents and program chairmen called special meetings; recreation and community organizations met together to analyze their requirements. Over and over classroom teachers reviewed and thought through their programs. Page upon page of lists were compiled of activities which go on in a modern elementary school. Deliberately the effort was made, during this six-month period, to think in terms of activities not rooms.<sup>2</sup>

By the end of the year, preliminary drawings were made. These were reviewed with those persons who had participated in the origi-

<sup>2</sup> Shaw, Archibald B., and Perkins, Lawrence B. "Planning an Elementary School: The Heathcote School." *School Executive* 73: 58-64; July 1954.



nal planning; at this stage many ideas were altered, dropped, amplified, or left just as they were.

It is easy to see the public relations angle—and the staff morale angle, too—in pursuing this kind of planning procedure. But does the school look any different? Heathcote does. The site itself was selected because it could give the pupils a chance to live and learn in an attractive, natural setting outside as well as inside. This was further enhanced by extensive use of glass and the adoption of low-sill windows so that children in the classrooms could observe and enjoy the changing natural environment around them. Too, the over-all design of the school was planned in such a way that there were play spaces and opportunities for work and study out of doors.

Classrooms at Heathcote are hexagonal—Scarsdale's way of recognizing that instruction in this school is such that children turn more to each other than to the authority figure of the teacher at the end of some rectangular room. The shape of the classroom, then, as the superintendent says, is "a deliberate expression of the class group as a circle." These classrooms are clustered according to grade level to avoid possible friction between older and younger children in the school. The playrooms and the children's theater are scaled to the level of children of elementary-school age. These features were accepted after a study not only of the probable instructional use they would have, but also of similar facilities for adult groups in the community.

Dissatisfaction, constructively channeled, leads to change and improvement. This theme of Chapter Three in the yearbook describes accurately the genesis of many of the innovations in school design. Almost any teacher with as much as one week of experience can point to certain features about the school building which, if changed, would improve matters—or at least so the teacher thinks. The wise administrator, then, who wants the most functional building possible will listen quite earnestly to teachers and search for ways to get their suggestions. If the suggestions are made in the presence of the architects, whose final responsibility it will be to draw up blueprints, so much the better.

### *Capitalized Complaints*

An example of how dissatisfaction with existing school plant can be used in this way comes from recent experience in Tyler, Texas.

This is the process as the superintendent and the architect described it:

Two of the planners were principals of the two existing junior high schools in Tyler. They spoke about the way the gymnasiums smelled and said there was not enough light or ventilation. They told about how hot the gymnasiums are during the early fall and late spring months. They pointed out that all of the windows had been painted in order to control the sun. Then the structural engineer, who was a member of the planning team, talked about how impractical it was to build large masses of masonry. He told the planning team that to do so was simply to invite cracks. The ventilation expert who was on the planning team told how wrong it was to put ventilating openings high up on the wall so that the children on the playing floor would not benefit by the cool prevailing breeze.

It was decided that the conventional gymnasium certainly was not the solution to the problem of indoor game activities. It was also decided by the planning team that most games can be best played outdoors. The members reasoned that the more we could make a gymnasium like the outdoors the better off we would be. For most of the days of the school year in Texas and in the Southwest only a roof is needed to protect the children from rain or the hot sun. On certain days of the year windbreaks are needed to protect the children from the cold north winds. And, of course, it was obvious to the planners that there are a few days during the school year when outside temperatures are rather low so that it is too cold for children to carry on outdoor games.

Someone suggested, "Why not build a play shed and simply glass it in?" And that is essentially what the planners did. The new Tyler junior high school will have a gymnasium which is simply a large roof with glass walls. There will be no high brick walls to crack. All of the glass area will have overhangs which will allow the sky light in but keep out the unwanted sun rays. Regardless of which direction the wind comes from, the enclosed play space will have adequate ventilation. Through the use of overhead plastic skylights, the playing floor will have a high level of illumination approaching that of the outdoors. This gymnasium will be free from the smells of dressing rooms because the dressing rooms themselves are separate buildings and in themselves have adequate light and ventilation.<sup>3</sup>

This was not the only instance in the Tyler Junior High School of complaints being turned into imaginative school design. Complaints by students that the reason they did not want to eat in the local-school cafeteria was that the room was too big, too noisy, and too much like an institution led to the construction of three lunchrooms instead of one in the new building. The design for the three intentionally copies the youngsters' favorite local drugstore,

<sup>3</sup> Moore, Hollis A., and Caudill, William W. "Designed for the Early Teen-Ager." *Nation's Schools* 55: 56-64; January 1955. Also described in *Architectural Record* 118: 220-27; October 1955.





*The new lunchroom copies the youngsters' favorite drugstore.*

with booths and small tables of various sizes for conversational groups at lunch. The attitude of students toward the school lunchroom changed markedly.

In much the same way, representative committees planned this school so that the junior high school's function as the transitional unit between elementary and high school could be a reality. With a different cluster of rooms for each grade, the seventh grade is similar to the self-contained elementary-school classrooms, while the ninth grade is more like the departmentalization students face when they reach high school. Flexible design and equipment make the adaptation by grade possible.

### *Cautions To Observe*

There are, of course, cautions to be exercised in this procedure, as in most. One problem comes from teachers' lack of understanding architectural design and construction details. Some suggestions may

be totally impractical. Not all ideas can possibly be woven into the design of a new school. There are limitations and, of course, many adaptations which must temper with reality the suggestions made by teachers, parents, and children. Some schools have used the faculty planning process up to the point of bringing in the architects; then the architects take over. This plan is probably inferior to one in which the architects see and take part in the planning all the way thru.

In Roanoke, Virginia, a city with a constant need for new buildings, planning "educational specifications" for school instruction is a never-ending process and is one which always involves a large number of people.

More than 400 elementary teachers, supervisors and principals have participated in preparing the educational specifications for one elementary school plant. The staff of each of the 23 elementary schools served as a basic unit in this planning. Each of the 23 schools sent one representative to a central planning committee. (Attendance at central committee meetings was also open to anyone else who wanted to attend.) Members of the central committee not only brought ideas from their co-workers in their respective schools, they also took ideas and suggestions presented to the committee from other schools back with them for evaluation. The written program or the "educational specifications" which evolved from this process represented the thinking of the entire group and yet it did not attempt to set forth all the ideas of any individual or any single group.

One of the significant outcomes of this was a re-emphasizing of the known fact that no two teachers teach exactly the same way and that a given teacher may not follow the same procedure and methods with different groups of children. The group urged strongly that the plant be designed so that it could be used in many different ways. As someone has said, "The least a building should do is not get in the way of good teaching."<sup>4</sup>

### *Checkrein on Requests*

Another major problem faced when this process is applied is the vested interests in certain subject areas. Given free rein, teachers of a certain subject, such as homemaking or secretarial education, might come up with a school as unbalanced as the proverbial Texan's map of the United States. When asked about this problem in relation to the planning which resulted in the Edsel Ford Senior High School at Dearborn, Michigan, the assistant superintendent replied:

<sup>4</sup> Holmes, George W., III. "If Planning Is a Group Effort It Must Be Given Ample Time." *School Executive* 75: 82-85; February 1956.



In committee deliberations we ran into the normal human problem of vested interests. Members of the group needed to think beyond their own subject areas and look at the total educational program and then to plan facilities to house that program.

Help came from the systemwide secondary curriculum improvement program that was under way at the same time. All the staff members, through reading, using resource people, and pooling their own training and experience approached their problem from a broader base than subject areas, through the following process: (1) determination of tentative philosophy, objectives and direction; (2) preparation of a curriculum inventory stating the general objective for a given class for a year, the course content with its specific aims, and the instructional activities and materials used; (3) analysis of the curriculum inventory; (4) investigation of the research on the nature of the learner, nature of society, psychology of the learner, and the conclusions of both generalists and specialists; (5) preparation of resource guides, and (6) evaluation of the total instructional program.

The interaction of our total faculty *in this process* has helped to reduce the conflicts of vested interests.<sup>5</sup>

Some administrators probably shy away from this process on the ground that "teachers would come up with requests we couldn't possibly fill, and morale would suffer." Of course if all the ideas of teachers were categorically rejected, morale probably would suffer. Yet we read in the stories of all such enterprises that some suggestions must be turned down. Reasonable people expect this to happen. When the planning machinery is at its best, the planners themselves see the reason and it does not become an administrative veto.

In the planning of the Edsel Ford Senior High School, for example, teachers raised the question of private offices for teachers. They could use them for guidance conferences, for individual work and study, and possibly even as a place for a temporary retreat. Yet a committee of teachers observed that for five-sixths of the school day the square footage given over to offices would not be used. They knew that with rapidly mounting enrolments, it would not even be possible to let a teacher "keep" his classroom during an off period. The planning group, therefore, recommended that an adequate teachers' workroom be planned to supplement subject department offices.

### Creative Design Is Our Goal

To say that cooperative planning of buildings is now the rule would probably not be accurate. To say, however, that advances in school

<sup>5</sup> Mills, George E. "Edsel Ford Senior High School: Teachers, Students and Laymen Define the Program." *Nation's Schools* 55: 68-76; March 1955.

design come largely from schools where this procedure has been used is probably a true statement. Of course, the procedure is next to worthless without a competent and imaginative architect.

Hereford, after examining in detail some of the most noted new school buildings, found what he called "a dearth of educational planning." He found only a few instances of educational planning, and in these few cases innovations were primarily in terms of technical considerations, rarely the result of studying the "emotional climate, scale, and social living requirements of the occupants." Hereford found little attention being given to site development, use of the out-of-doors, or corridors ("they continued to be long, wain-scotted tunnels").<sup>6</sup>

Surely the cooperative approach in designing new school facilities will gain headway in the years immediately ahead. As our skill in working thru groups to a sound and widely accepted decision is perfected, application of the process will be turned more and more toward improving the physical environment for learning. As long as architects plan buildings and then turn them over to the schools, they are quite likely to vary but little from the county courthouse and the new office building downtown. But as the core of educational experiences for citizens of all ages in a community grows, the school of tomorrow may but barely resemble the edifices of yesterday and today. If the idea of total community education really takes hold as it seems to be doing, no one site or building could possibly house all of an educational program. Given a chance to dream about truly adequate educational environment, the citizens of a community may demand facilities for work experience, opportunities for nature study, provision for field trips, or community meeting rooms for recreation and for other community services.

### Remember the Children

Since material resources of all kinds, from building blocks to buses, are the things that "show" the school to the public, schools are sometimes tempted to consider the environment from the public relations angle alone. Alice Miel recently warned the profession of this temptation in these words:

<sup>6</sup> Hereford, Karl T. "Must the School Architect Design the Program Too?—An Analysis of Contemporary School Design, Part I." *School Executive* 72: 76; May 1953.



A school architect gets carried away with the appearance of the school he is designing. A curb line must be brought around from the front of the building and past the kindergarten exit [to create "harmony of design"] even tho it creates a hazard for the children moving equipment in and out of doors. In this case, is the building for the children's education or for the architect's vanity?

In the same way, we might ask, are certain workbooks for the children's education or for the teacher's convenience? Are incentives like school marks for the children's education or for the parents' pride? Are some textbooks for the children's education or for the benefit of author and publisher?

Are art supplies for the children to use or for the art teacher to guard? Are books for the children to enjoy or for the librarian to protect? Is the Little League for the children participating or for the downtown rooster?

Are typewriters purchased for offices but not for elementary classrooms? Is there money for adults to expend but not for children to manage? Are talking and choosing and deciding and governing the privileges of adults only?

The resources of a school may be thought of as time and space, things and people, and arrangements of all of these. Few school architects, teachers, parents, publishers, or business managers would knowingly plan and use these resources for their own gain at the expense of children. However, all too often resources turn out to be actually for *adults* and not for *children*.<sup>7</sup>

### Schools in an Age of Automation

Each year the array of new books, audio-visual devices, school furniture, building materials, and technical equipment is more exciting than the previous year. More is yet to come. Automation is revolutionizing some industrial operations. It may bring about far-reaching changes in education, both by giving us new teaching tools and by demonstrating automatic processes of communication.

In such an age, willingness to experiment with new resources and to explore their potential contribution to the instructional program will need to be characteristic of the forward-looking school. Some schools already have invested in school camps and school farms. The school of tomorrow may need to establish educational outposts in more distant places. Bus transportation may need to be supplemented by the school-owned airplane or helicopter.

Television sets have now found their way into some classrooms. Careful study of our instructional process may reveal ways in which large groups of children under certain circumstances *can* be taught

<sup>7</sup> Miel, Alice. "When Resources Are for Children . . . More Learning Takes Place." *Journal of the National Education Association* 45: 401-403; October 1956.

by closed-circuit television by excellent teachers. Problems teachers have in using motion picture films at the precise time they are needed may be solved by television, eliminating at the same time the inconvenience of securing and setting up projectors in the classroom, transportation of films from central offices to school buildings, and wear and tear on the film.

Some experimentation is now being done with the use of machinery in the classroom. What could be the impact on the teaching of arithmetic, reading, and writing if an elementary-school classroom were equipped with typewriters, adding machines, calculators, tape recorders, and a duplicator?

The needs of the instructional program for variety and flexibility will, without doubt, lead to greater use of furniture on wheels, stackable chairs and tables, movable partitions, and expandable walls. Facilities designed for multiple use will replace the limiting arrangements we have previously made for cafeteria, gymnasium, auditorium, and laboratories. The multipurpose room and the general arts laboratory have served as starters in this direction.

The community school which serves people freed from confining work and long hours by automation will undoubtedly need material resources that go far beyond those now visualized. Increasing the use of school facilities by adult groups and by families studying and playing together is an exciting possibility.

Perhaps the most exciting aspect of this "look ahead," however, is the opportunity it provides a school staff to examine thoughtfully its instructional program, to discuss vigorously the potential contributions various material resources can make in terms of the objectives, and to experiment carefully with the new materials and arrangements so that sound judgments can be made. The opportunities are truly limitless when we demand the very best for our children's schools.



## CHAPTER NINE

# *Using Inservice Education*

INSTRUCTIONAL improvement is a cooperative venture of school administrators, laymen, and teachers. It does not "just occur." It is dependent upon resources—human and material—to help people learn to work together; upon opportunities and encouragement to experiment with new ideas; upon situations where there is recognition of, respect for, and utilization of the opinions of all people in determining action that will affect them; and upon experiences that build confidence and skill in problem-solving.

Providing these resources, situations, and conditions is one of the major responsibilities of the superintendent to teachers in service. These are the means by which he helps them to improve the quality of instruction. These are the essentials of a well-planned, well-organized inservice education program.

The purpose of this chapter is to suggest some ways of developing inservice education programs in terms of these essentials. The first part of the chapter describes and analyzes such a program. The second part presents some principles and procedures for developing a program in any situation.

### **An Inservice Education Program in Action**

The administrative and supervisory staff of the schools of Mitchell County, Georgia, is composed of the superintendent of schools, the principal of each of the five schools, the music supervisor, the visiting teacher, the county school librarian, and the instructional supervisor.<sup>1</sup> This group meets once each month to discuss problems of the total school program, to study practices of administration and supervision, and to provide for the planning and evaluation of the inservice education experiences of the school staff.

The inservice education program in Mitchell County includes experiences planned by the administrative and super-

The administrative and supervisory staff makes provision for inservice education.

<sup>1</sup> Leyda, Mary White. *The Role of the Instructional Supervisor in Planning and Evaluating an In-Service Education Program of the Teachers of Mitchell County*. Unpublished 1954.

Many people help plan the inservice program:

A planning committee

visory staff, a central planning committee, countywide instruction committees, faculty study groups, and individual teachers. These experiences are coordinated by the superintendent of schools and the instructional supervisor.

A central planning committee is given leadership responsibility for planning, directing, and coordinating a major part of the inservice education program. The committee is composed of the principal and one or more teachers from each of the five schools, the county superintendent, the visiting teacher, and the instructional supervisor. This committee tries to be constantly alert to the needs and concerns of teachers and plans inservice experiences in terms of these needs. The manner in which this committee worked during a recent school term indicates the procedures used by the committee.

1. Surveys the needs of the teachers

—thru faculty groups

—thru instruction committees,

The committee began planning the inservice program for the 1953-54 school term early in the spring of 1953. The faculty of each school was asked to examine the strengths and weaknesses of its program, to name problems which needed to be studied, and to suggest ways of studying the problems at the preschool conference in September and at other times thruout the coming year.

Countywide instruction committees for art, guidance, and health also met in the spring to evaluate their accomplishments of the year and to make recommendations for further study and work.

2. Arranges for teachers to study their problems,

3. Provides a friendly atmosphere for working,

The framework for the preschool conference was developed around the ideas secured from the surveys made by the faculties and instruction committees.

The conference began with a picnic supper and an informal get-together of the entire school staff of 75 teachers, principals, and administrators. An evening of fun and entertainment provided a friendly atmosphere in which "new" and "old" teachers became acquainted, teachers and administrators talked informally, and everyone participated in activities "just for fun."

The next morning the entire staff assembled for work. The superintendent "opened" the conference by extending greetings to the staff and visiting resource persons, explaining the





*Everyone participated in the fun.*

development of the conference, and suggesting procedures for carrying out the cooperatively developed plans.

The morning program included a panel discussion moderated by an agriculture teacher. This discussion on "Knowing Our Resource People Better" gave representatives of several local agencies opportunities to interpret their services.

The afternoon program included role-playing directed by a homemaking teacher. Classroom teachers and administrators participated in the activities depicting poor and good classroom planning and demonstrating autocratic and cooperative leadership on the part of the classroom teacher.

On the second day of the conference, members of the staff met in groups to work on specific problems of instruction. Elementary-school teachers worked at gaining understandings in the teaching of number concepts. Secondary-school teachers explored ways of expanding guidance services in the schools of the county. Teachers assumed roles as group leaders and

4. Presents many ideas for improving teaching,

5. Develops group leadership,

recorders. They had met in training sessions before the conference to learn effective ways of working in groups. Resource people were provided for each work group.

6. Helps teachers evaluate their experiences,

At the close of the conference, participants were requested to check "End-of-the-Meeting Reaction Slips" to help the planning committee improve future meetings. Participants were asked to answer the following questions:

1. What did you like about this meeting?
2. What did you dislike about this meeting?
3. What improvements would you suggest for the next meeting?
4. On the whole, how do you rate this meeting? (Check one.)

Excellent\_\_\_\_ Good\_\_\_\_ All right\_\_\_\_ Mediocre\_\_\_\_ Poor\_\_\_\_

7. Supports the other study groups,

During the year the planning committee sponsored other inservice education experiences to supplement the study of the instruction committees, of faculty groups, and of individual teachers. Early in the fall a reading clinic was set up to stimulate interest and to provide help in improving the reading program in Grades I thru XII. Teachers from the elementary and secondary schools participated.

A series of clinics was planned for three Saturdays in February. The planning committee set up a framework for the clinics and asked a member of the committee to assume responsibility for working out the details of each one with representatives who would participate.

8. Has a continuous plan for surveying interests, providing resources, and developing leadership,

The first clinic was for primary-school teachers. Since a survey had indicated that these teachers wanted help on word attack skills, a committee identified problems for study in this area and planned the day's schedule so there was time for study of both general and specific problems. Teachers were asked to assume leadership roles in the groups, and resource persons were invited to help with the clinic.

The second clinic was for teachers of the upper elementary grades. Representatives from each school, after making a survey of other teachers, planned this clinic to deal with problems of reporting to parents. Specific problems were identified as teachers met in small discussion groups at the beginning of the clinic. A resource person presented information about the problems and helped the teachers think thru some effective procedures for reporting to parents.



Secondary-school teachers planned a clinic to study techniques of teaching reading in the secondary school. In an information-giving session a resource person helped the teachers see the importance of building background for the teaching of reading in the content areas of social studies, mathematics, and science. After this information was presented, the resource person helped the teachers gain deeper insight into problems relating to attitudes toward reading, to emotional blocks to reading, and to the learning of basic reading skills.

In addition to the inservice education experiences sponsored directly by the planning committee, the members of the committee were active participants in faculty study groups and in instruction committees. Thru these contacts the planning committee served as a coordinating group for many of the inservice experiences of the county.

Each of the three countywide instruction committees—art, guidance, and health—has representatives from each of the five schools. The function of each committee is to promote improved instruction in its area of the Mitchell County school program.

The art committee met early in September 1953 to develop plans for the year. The evaluation report made in the spring was reviewed, and ideas and problems brought from each school were discussed. Plans for the year included six meetings of the committee. During these meetings members experimented with new art mediums and discussed new ideas in teaching art. The ideas gained were in turn shared with faculty members in their own schools.

The school system does not have an art supervisor or special art teachers, but the art committee, with the help of the general instructional supervisor, stimulated interest and provided help in developing a good art program. Near the end of the year the committee sponsored a countywide art conference and exhibit. A resource person in art helped the participants of the conference evaluate the work of the children and identify effective ways of helping children develop creative abilities.

The art committee, with the assistance of another resource person, examined the art program of the county and developed criteria for helping teachers strengthen the program.

9. Coordinates inservice experiences of other study groups.

An art committee

1. Surveys the needs in art,
2. Provides resources and experiences for improving instruction,
3. Stimulates interest in developing an art program,
4. Provides for evaluation of the art program.

The guidance and health committees worked as did the art committee in creating interest, in identifying problems, in providing means of trying out new ideas, and in providing help in evaluating the work accomplished.

During the first week of school each faculty group, under the leadership of the principal and the instructional supervisor, reviewed the evaluation report and proposals it had made in the spring and made decisions about group study for the year. The faculty of Baconton Elementary School selected two problems for group study: (a) to foster better relationships with parents and the community, and (b) to provide more effectively for the individual differences of children.

Indicative of the way the group worked thruout the year was the manner in which it worked on one specific problem. The teachers decided to initiate parent-teacher conferences as a way of improving public relations within the school community. They identified their first problem as that of preparing for a parent-teacher conference. A series of faculty study meetings was devoted to acquiring skills and technics needed for a successful conference. Professional reading materials were used extensively. Teachers had some conferences with parents and with the aid of other teachers analyzed the procedures they used. Role-playing helped them gain insight into the feelings of parents and teachers.

In November the principal discussed the plan of conferences with parents at a meeting of the PTA. To determine the reaction of the parents to the plan, teachers and parents participated in small discussion groups and identified problems pertinent to a parent-teacher conference. The response of the parents being favorable, a schedule of conferences was developed by the principal and the teachers for the first week in December.

In January the faculty group evaluated its study of the previous months. Staff members agreed that altho participation by the parents was far from 100 percent, the response was satisfactory and they desired to continue the project. They felt that the greatest strength of the study was the professional growth experienced by each member of the faculty.

#### A faculty group

1. Identifies a problem for study,
2. Studies ways to work at the problem,
3. Tests new procedures,
4. Puts the plan into action,
5. Evaluates its way of working and its results.



They agreed that growth came as a result of establishing better relationships, planning, sharing ideas, setting common goals, making decisions, and evaluating.

Other schools in the county developed plans for faculty study in terms of their own situation and worked in a manner similar to that of the Baconton School.



*The teacher takes stock of his problems.*

Early in the school year all teachers were encouraged to use a checklist as a guide for individual "stock-taking." In using the checklist each teacher rated his own performance in respect to his responsibility to the entire school program, the community, the pupils, the classroom, and his own personal and professional development. Information from the checklist and from conferences with the principal, the supervisor, and the superintendent helped teachers identify some problems for individual study.

Individual  
teachers

1. Identify  
problems,

These problems were further clarified as teachers recorded responses to these statements:

- I am concerned about these problems . . . .  
 I would like help with these problems in these ways . . . .  
 I wish to emphasize these things in my class this year . . . .

2. Seek help. Teachers wanted help in applying to classroom situations ideas gained from conferences, clinics, and study groups. They wanted help with individual children and with planning the school day. They wanted to experiment with new ideas in art, reading, or some other phase of the school program.

3. Get help. Principals and supervisors helped teachers with their problems thru conferences and classroom visits. They provided professional reading materials about specific problems. They arranged opportunities for teachers of the county to visit each other and to visit in other school systems. They encouraged teachers to participate in the state, regional, and national meetings.

Many procedures were used to evaluate the inservice program. In cooperation with other committees and faculty study groups, the planning committee carried on a continuous program of evaluation thruout the year. The "End-of-the-Meeting Reaction Slips" checked at the preschool conference were studied carefully as other conferences were planned. Members of the planning committee were constantly "listening in" as individual teachers and faculty groups orally evaluated the inservice education experiences. The checklist used by many teachers in September and again in April indicated changes in professional performance of teachers. Late in the year each member of the entire school staff was interviewed by a member of the planning committee to obtain reactions to the over-all inservice education program. A questionnaire was used to secure reactions to specific aspects of the program.

All these evaluation procedures were used to determine progress made in helping teachers acquire skills and competencies needed to improve instruction in Mitchell County Schools.

The inservice education program as it now exists in Mitchell County is a fairly recent development. Ten years ago there was little design or purpose to the experiences provided for teachers



in service. Teachers showed little interest in meeting for professional study, and there were few opportunities for administrators and teachers to discuss problems and to plan for their solution.

Gradually things began to change. It is difficult to determine just what led to the development of the present program. Certainly the superintendent's role in it has been significant. Some clues to what his role has been may be found by looking at the way he worked in the program just described.

He gave evidence of his concern and responsibility for instructional improvement.

He made provision for the cooperative development of an inservice program.

He was a coordinator of the inservice experiences planned for and by the staff.

He was an active member of the administrative and supervisory group.

He was an active member of the central planning committee.

He, as a member of the planning committee, helped to develop a design for working which enabled each teacher in the system to have a part in planning the inservice education experiences in which he was to participate.

He had an active part in the fun session on the opening night of the preschool conference.

He personally welcomed teachers and visiting resource people to the conference.

He explained the development of the conference and suggested procedures to be used in carrying out the cooperatively developed plans.

He shared leadership responsibilities with persons having the skills and competencies needed for particular jobs.

He provided resource persons to help teachers develop skills in problem-solving.

He encouraged teachers to assume leadership roles in conferences, clinics, and committees.

He recognized each principal as the leader of instructional improvement in his own school.

He shared many coordinating and supervisory responsibilities of the inservice program with the instructional supervisor.

### Developing Inservice Education Programs

Observations of school administrators reveal that in general they are making efforts to improve their leadership. They give evidence of their concern for working more effectively with individual teachers and with groups of teachers. Many of them seem ready

to examine the factors relating to improvement and to learn the procedures involved in helping change to occur. They are showing a growing interest in the research that deals with the cooperative approach to problem-solving. They want to provide the kind of leadership that will result in growth and development of the people with whom they work. They want to see growth in their own ability to work cooperatively and growth in their ability to use more effectively the skills of problem-solving.

It has been pointed out in Chapter Three that a change in practice requires a change in people—in their values, information, skills, and relationships. If a superintendent wants to see changes in the ways he works with teachers and principals, and in the ways these people work together and with others, he must re-educate himself and others. How should he begin?

### *Create an Atmosphere for Working*

In the process of re-education, learnings are interrelated. New information and new relationships help establish new values. New values give meaning, purpose, and direction to new skills. These changes develop gradually, and the learner needs help in making the changes. This help needs to be given in an atmosphere of acceptance, of confidence, and of open communication. A superintendent, or other school leader, helps to create such an atmosphere as he:

- Becomes personally acquainted with classroom teachers and other school personnel.

- Makes himself easily available to teachers—at school and at the office.

- Creates a permissive atmosphere in conferences with teachers.

- Holds in confidence information gained in confidence.

- Listens to and talks with teachers about *their* problems.

- Recognizes, respects, and utilizes the opinions of all persons with whom he works.

- In social and professional situations, accepts teachers who do not bring problems and who do not respond to inservice opportunities provided for them.

- Withholds judgment and refrains from placing the blame while discussing or investigating all problems of relationships with which he is faced.<sup>2</sup>

<sup>2</sup> This list and many of the other suggestions in the pages which follow are adapted from: Cox, Johnnie V. *Appraising the Effectiveness of the Intern Period in the Georgia Program for the Education of Supervisors*. Doctor's thesis. New York: New York University, 1952. (Typewritten)



These conditions provide a desirable setting for the superintendent, or other school leader, to work cooperatively with members of the school staff. A relationship is developed that makes it possible for him to discover their ability to understand and face problems, to make decisions, and to develop goals and purposes. An atmosphere is created that enables him to determine when they are working on problems that are meaningful, when they are participating in experiences that are helpful.

### *Help Others See Problems*

A major function of the school leader is helping others become aware of problems in need of study. The school leader needs to help members of a school staff or members of a committee become acquainted with existing problems of the school. He needs to help them make observations, examinations, and investigations of conditions relating to the total school—its pupils, its teachers, and its community. He may do this by such specific procedures as:

Raising questions, stimulating teachers and others to talk about the school and its strengths and weaknesses

Helping a teacher, faculty group, or committee evaluate procedures used in a phase of the school program such as the lunch program, the school store, play periods, assembly programs, or reading program

Providing opportunities for teachers to visit other schools to observe teaching procedures, improvements in buildings, and school-community programs

Arranging for teachers to see exhibits, films, and filmstrips; to have access to professional materials; and to participate in conferences, clinics, and workshops

Providing opportunities for classroom teachers to participate in school and community surveys and evaluations.

### *Help Others Get Started*

Members of a school staff often need help in organizing themselves to deal with the problems that have been identified. They may need help in finding a satisfactory time and place for meetings and in deciding upon working procedures. The leader may set the stage for effective group work by:

Inviting teachers who have indicated an interest in a problem to meet together to study the problem

Working with *existing* groups—faculty groups, principals groups, grade-level groups, community groups—in studying school problems

Helping groups interested in studying problems to find a suitable time and place for work

Securing suggestions from the group about how they wish to work and what they wish to do

Helping the group to determine who should assume leadership roles.

### *Help Others Make Good Decisions*

Thinking of possible solutions to problems is generally a fairly easy process. Making a decision on the best solution is considerably more difficult. To insure good judgments, teachers and others should be encouraged to make use of resource persons and of pertinent available data. This may be achieved by:

Helping teachers and others to locate, and use effectively, persons who can supply information on such problems as improving teacher welfare, improving the reading program, improving the lunch program, renovating the school building, and improving attendance.

Helping teachers and others to locate or collect and use in a meaningful way data on:

Results from achievement and mental maturity tests

Results from physical examinations

Results from diet surveys

Results from surveys of building needs

Results of visits to other schools and communities

Results of studies of drop-outs in different grades.

Helping teachers and others make decisions in terms of such factors as:

What is best for the over-all situation

What is best for long-range planning

What it is possible to achieve

Where a beginning can be made

How far it is wise to go.

### *Help Others Put Plans into Action*

Many good plans are never realized. The leader can make a significant contribution to committees, faculty groups, and individual teachers by helping each member of the group know his responsibility and when, where, and how he is to work in carrying out the plans of the group. He should encourage them to be specific, for example:

Be clear about the decisions they make:

Ask for restatement of decisions.

Ask, "Is this what we decided to do?"

"Spell out" responsibilities for executing plans:

See that chairmen are selected for over-all committees and sub-committees.



See that members are selected for the committees.

Name time, place, and purpose of next meeting of committees and groups:

Ask for restatement of time, place, and purpose of next meeting.  
Ask, "Is this what we decided to do next?"

### *Help Others Evaluate Progress*

Individual teachers and groups need to evaluate progress.<sup>3</sup> "Stock-taking" sessions or activities help them see what has been accomplished, what plans were not completed, and why they were not completed. Planning next steps is an important phase of evaluation. Encouragement in these processes may be given by:

Helping teachers and others review plans made at the beginning of the year, project, or activity

Helping teachers and others determine what has been accomplished

Helping teachers and others determine the difficulties or blocks that have impeded progress such as lack of interest, crowded schedules, lack of information about problem, problem not clearly stated

Helping teachers and others see growth in themselves and others

Helping teachers and others determine next steps for continuing the project or beginning another one.

### *Help Groups Improve Their Competence*

Providing an atmosphere of acceptance and permissiveness and helping groups of people make a systematic, step-by-step study of problems are two significant phases of an inservice education program. A third phase, and one that is concurrent with the first two, is the specific help which can be provided in improving group competence.

Each step of the problem-solving process provides opportunities for individuals and groups of people to look not only at the *job* they are doing but at the *way* they are doing it. Examining and evaluating the group processes lead to a clarification of roles of leaders, members, and resource persons. This helps individuals and groups to identify their strengths and weaknesses and points up procedures that need to be improved.

Some groups designate a person to serve as observer while the group works at its job. This person helps the group look at the way it has worked in terms of such factors as:

<sup>3</sup> Chapter Eleven treats the evaluative process in considerable detail.

## THE SUPERINTENDENT AS INSTRUCTIONAL LEADER

Formation and clarity of goals  
Degree and kind of participation and interaction  
Clarity of discussion  
Effectiveness of leadership—status leader and members  
Use of resources  
Progress toward goals.

The observer makes a report about these items, either during or at the end of the period of group discussion. Plans are then made to improve the situations that the group feels are not satisfactory.

Other methods of group evaluation include:

1. *End-of-Meeting Reaction Slips*<sup>4</sup> that ask such questions as:  
What do you think of this meeting? Please be frank. Your comments will help to improve our future meetings.  
What did you like about today's meeting?  
What did you dislike?  
What improvements would you suggest for the next meeting?  
On the whole, how do you rate this meeting? (Check one.)  
Excellent\_\_\_\_ Good\_\_\_\_ All right\_\_\_\_ Mediocre\_\_\_\_ Poor\_\_\_\_
2. *After-Meeting Interviews*. Each member of the planning committee or evaluation committee interviews a number of people following each meeting. Interviewers agree on certain questions to ask each interviewee.
3. *End-of-Meeting Group Discussion*. Evaluation of the group discussion is made by the group. If the group is too large to discuss its procedures, it may be divided into informal groups of six or eight people.
4. *Leadership Checklist*. A checklist, naming certain items of concern to the group, is used by participants in a group. Participants rate the degree to which desirable features were achieved. Items on a list might include:  
Planning meetings in relation to objectives  
Planning meetings in relation to what members expect  
Defining and clarifying goals during meetings  
Summarizing progress toward goals from time to time  
Using suitable methods of procedure  
Evaluating the efficiency of methods  
Watching discussion to see if we understand each other  
Checking consensus or "decision-readiness"  
Inventing new jobs and responsibilities when new activities are undertaken.  
Spreading jobs and responsibilities among the members.<sup>5</sup>

### *Share Responsibilities of Leadership*

Of course, the superintendent of schools will not be able to provide all the leadership for all the activities of a good inservice edu-

<sup>4</sup> Adapted from: Adult Education Association. *The Leader's Digest—The Best from Adult Leadership*. Vol. I. Chicago: the Association (743 N. Wabash Ave.), 1955. p. 68.

<sup>5</sup> *Ibid.*, p. 33-36.



cation program. He will need to share these responsibilities with principals, teachers, and supervisors. He will, however, need to provide the kind of leadership for these "leaders" that will enable them to assume responsibilities with understanding, confidence, and skill. He will need to provide inservice experiences for these "leaders" that will prepare them for their leadership roles. The superintendent who shares leadership strengthens his own leadership!

## CHAPTER TEN

# *Organizing To Improve Instruction*

LATE one afternoon at a faculty meeting when Superintendent Jones finished the usual recital of routine orders to be followed, he asked casually, "Does anyone have any ideas for improving our schools?"

Miss Brown, the social studies teacher in the high school, who was particularly annoyed that day at her inability to secure the film which she had planned to use in the lesson on the Constitution, spoke up rather tersely, "Couldn't a plan be worked out whereby we could secure visual aids when they would be most useful? This would help me to make my teaching far more effective."

Miss Smith, the fourth-grade teacher, who was overwhelmed by some of her pupils who were not reading at fourth-grade level and for whom she had only fourth-grade reading material, asked, "Would it be possible to secure reading material with a second- or third-grade vocabulary but not earmarked Grade II or Grade III?" She explained, "This would help me teach my slow learners to read."

Miss Black, a new teacher of Grade III, who was in the midst of presenting a unit on Indians when she discovered that her pupils had already studied such a unit in Grade I and again in Grade II, said, "I feel that we could improve our teaching to a considerable degree if we could get together and make a plan whereby all of us would have some idea of what materials should be presented in various grades."

Jones, somewhat dismayed at this apparent dissatisfaction, could only reply, "Perhaps we may find time to study these problems sometime in the future."

That evening, Jones took another look at his school system and concluded that improvement of instruction was one of his major responsibilities. "Could we not make plans?" rang in his ears. But how?

He began to think. He reviewed his philosophy of what the schools should be and do. He reappraised what he knew about the



teachers on his staff, individually and collectively. He examined his own understanding of the instructional program at the various grade levels and in the subjectmatter fields. He analyzed the bases on which he formed judgments of the quality of instruction. He tried to develop a new concept of his responsibility for improving instruction and of his role in the process.

He felt that as long as he was working with material things—buildings, equipment, finance, schedules—he could administer school affairs with a reasonable amount of skill and understanding. But securing better teaching and better learning was different and seemed difficult because at every point in the process a complex factor—the human element—was present.

Little by little, Jones began to realize he needed different skills, deeper understanding, and more insight into human personality. He came to believe that instructional improvement occurs only as teachers and administrators grow in their understanding and insights, a learning process which must accompany or precede any important modification of classroom instruction.

In this self-analysis, Jones posed these questions to himself: How are plans developed? By organizing? What is organization? Why is it necessary? How can the staff and I work together? What elements facilitate cooperative work? What type of organization will be most effective in improving the instructional process?

### What Is Organization?

Organization is the act of putting into systematic relationship those elements and activities essential to achieving a purpose. Purpose, then, precedes and is the reason for organization. In a practical sense, organization facilitates the achievement of a purpose. The common characteristics of organization—structure, form, agents, agencies, and activities—will vary, of course, according to the purpose to be achieved.

It follows that the educational process requires organizational structure and framework. Without them, the whole process becomes fruitless. Therefore, a sound organization, well planned and functional, is of prime importance in this process of *instructional improvement*. It may well spell the difference between success and failure of the entire venture.

### Developing Framework for the Cooperative Approach

John Jones, believing that organization should serve the instructional program, not master it, and knowing the value of democratic procedures, sets out to develop organization that will enhance the teaching-learning process. If we assume that the problem is



*What type of organization will be most effective in improving the instructional process?*

the selection of instructional materials, there are mainly three types of organization which we may use to accomplish this task.

At one extreme the superintendent believes that he has a thorough knowledge (and he may have) of what the instructional program should be and what instructional materials are essential for good instruction. He, therefore, selects the instructional materials and hands them to the teachers as the necessary tools to provide an



effective program of instruction which, incidentally, he also hands to them. Classroom teachers merely carry out what the administrator knows to be desirable or thinks he knows to be effective. There is little opportunity for teacher initiative and less for teacher growth.

At the other extreme, the superintendent feels that the classroom teachers as technicians know more about the materials necessary to provide good instruction than he does. He, therefore, delegates to the teachers individually the responsibility of selecting such materials as they deem essential to good teaching. He may take for granted that all teachers understand what is good instruction and know how to select essential instructional materials. He may be pressed for time, and thus he finds an easy way to lighten his burden, for his work load is heavy indeed. He may even believe that by delegating this responsibility he is growing as a school administrator, for does not a good administrator delegate responsibility?

Between these two extremes is a middle ground where the superintendent realizes that his staff is composed of professionally prepared technicians yet is a team of which he is the leader. Leadership denotes not only insight and knowledge but also realization that the team has strength to the extent that the individual members are developed to their greatest potential and this strength is blended into a program of harmonious action. Therefore, the team of which the superintendent is leader develops the instructional program and selects instructional materials to achieve the desired end.

This type of approach usually results in the greatest improvement in the quality of instructional materials procured. It is based on teamwork. It recognizes the inherent abilities of individual teachers and breeds cooperation which develops understanding, the foundation upon which progress is built.

Organization for improving instruction, then, must be a definite plan of action arrived at cooperatively by the entire staff. To make this plan work, the administrator needs to have a thorough knowledge of human behavior, of human values, and of his own place on the team. The full development of the team approach depends on: (a) staff relationships, (b) channels of communication, (c) enough time and material, (d) flexibility of operational framework, (e) shared responsibility, and (f) staff potential.

### *Staff Relationships*

Teamwork within the staff is the first step. But how can teamwork be developed in a school faculty with all members working together to achieve a desired goal?

The administrator needs to understand human relations—why teachers act as they do in different situations. He should recognize teachers as individuals with different abilities and with different, distinct personalities. If he is a master in the field of human relations, he respects the ideas of individuals and endeavors to mold these different ideas into a considered opinion of the group. If he forces his own ideas upon the group, he merely forces the staff to become a listening group, and thus very little happens that is either creative or worthwhile.

The school staff, too, needs to realize that it is a group of individuals with different backgrounds, personalities, experiences, and abilities. No matter to what extent individual staff members may disagree and differ in ideas and viewpoints, each one is an essential part of the team. The administrator can function most effectively in this area by teaching his staff, by precept and example, to respect the ideas and opinions of others and to develop the spirit of open-mindedness. Thru frank and open discussion, by the free interchange of ideas, and by a genuine respect for others and for their ideas, administrator and staff arrive at group opinion which is of prime importance in the development of an action program.

Too much emphasis cannot be placed on the superintendent's role in this undertaking. He must not dominate; he must lead and direct. At times, he will find it necessary to skilfully hold in check the domineering and overbearing personality and seek to draw out the less dominant one. At all times he should, by patience, understanding, and direction, lead the group to form its own opinion.

Relationships between administrator and staff and among staff members should be frank, sincere, honest, and respectful. Each staff member should come to understand that his own growth depends to a great degree upon the growth of the staff as a whole. Such an understanding develops a feeling of belonging, of having a part to play, of teamwork in the total educational enterprise, and results in high morale which is vital and effective in going forward in instructional improvement.



A word of caution, however, is appropriate. The development of staff relationships resulting in effective morale does not come about in a day. Rather, it is a process which involves time, the result being well worth the time, effort, and patience expended.

### *Channels of Communication*

A cooperative enterprise can be carried on only in a democratic atmosphere in which the channels of communication are well defined and flow in two directions: from administration to staff and from staff to administration. Too often these channels are underdeveloped or nonexistent, or are open only for a one-direction flow of information and ideas—from administration to staff.

Perhaps the important facet of this aspect of the problem is the development of a democratic atmosphere in the school itself—a climate in which all concerned may communicate their ideas to others in the group freely and easily. There should be a two-way flow of information not only between the staff and the administration but also between the school and the community. Democratic participation by classroom teachers, lay groups, and in some cases by students, is essential. All these groups should be given opportunity to contribute ideas.

Democratic participation enables the staff to understand what the program is and what it should be. It provides the machinery that permits and even encourages desirable things to happen. It also encourages some decision-making at all levels within the organization. This framework is the seed from which good relationships can grow.

### *Time and Materials*

Time has a direct and significant bearing on the ultimate success of the cooperative approach to instructional improvement. The class work of the school day is carefully and definitely scheduled. Likewise, definite time should be scheduled for staff meetings and for groups within the staff to meet and analyze problems. Too often this is done on a hit-and-miss basis, usually after school or at such a time that it appears to be an afterthought and thus of little consequence.

Effective procedure is to decide cooperatively on definite times for workshops, study groups, and discussion meetings to meet as

regularly scheduled activities. Here two problems are encountered—enough time and the right time. Some schools dismiss an hour early on a designated day of each month. On this day the staff has an opportunity to use an hour of the regular school day and an hour of personal time in order to have a period of two hours for group meetings.

The fact that definite time is allotted in the schedule for this activity makes the staff recognize its importance. It also aids in developing an atmosphere conducive to problem-solving and program-planning for instructional improvement. Many inservice education programs fail because proper recognition is not given to providing sufficient time for effective results.

The necessary materials should also be provided since the availability of them is as important for progress in instructional improvement as are materials used in the classroom itself.

### *Flexibility*

A democratic atmosphere also implies a flexible, functional organization of the group with freedom for all to contribute. Flexibility is enhanced when the staff has participated in the cooperative formulation of the plan. Staff members thus understand both the aims and the processes set up, and they are ready and able to make necessary changes with a minimum of confusion.

The number of objectives may be kept small and plans for achieving them relatively simple. This makes for flexibility in that fewer connections must be broken, fewer procedures upset as changes emerge. Fixed goals usually make for rigidity and formality. Directional-progress goals facilitate flexibility.

### *Shared Responsibility*

If leadership responsibility in education is derived from the situation rather than from being vested in legally appointed persons, it should be shared by all school officials from schoolboard members to classroom teachers. In fact, even students and lay members of the community may share this responsibility. Anyone may ask a question, suggest a problem, and attempt to find a solution—this is shared responsibility in the organization for instructional improvement.



*Developing Staff Potential*

The saying, "A school is no better than its teaching staff," is trite but, nevertheless, true and meaningful. Few teachers have developed to their full potential and even fewer school staffs have done so. The security of a textbook and the four walls of a classroom have a narrowing influence on teachers, even the most capable. Abundant opportunity should be provided, therefore, for teachers to recognize their own problems, appraise their own efforts, conduct their own experimentation, and plan their own action programs for effective instruction. A democratic organizational pattern provides incentive for teachers to grow and develop to their full potential. As teachers do so individually, so do school staffs.

The administrator should use every means available to draw out his staff and provide the opportunity and machinery for the staff to grow as individuals and as a team to their full team potential. When inservice programs are built around teachers' common problems, participation of everyone helps in finding solutions, self-evaluation is stimulated by what other people are doing in similar circumstances, and teachers grow with leadership responsibilities in workshops and study groups.

The development of individual and team potential, then, becomes a basic factor in the cooperative approach to problems. When a teacher understands what he is doing and what he is capable of doing, real progress should result. Likewise, when school staff members cooperatively appraise what they are doing in a given situation and come to an understanding of what they are capable of doing as a team, there is real progress.

*Three Approaches to Improving Instruction*

- A plan of organization may be simple if the task to be achieved is relatively simple and involves only a few persons. On the other hand, if the task is complex and many persons are involved, the organization plan is likely to be complex. Keeping the plan of organization relatively simple promotes attainment of the goals for which the organization was effected. The more complex the plan of organization, the greater is the need for constant evaluation to
- determine the extent to which the organization is accomplishing its objectives.

Three major approaches have guided organization for various functions in American public schools. Two of them may be thought of as being at opposite poles—centralization and decentralization of authority. The third approach, central coordination, falls between these two and combines elements found in both.

These three approaches do not represent different plans of organization for instructional improvement, but they result in different plans. There are probably as many specific organizations for instructional improvement as there are school systems. The interests, understandings, abilities, and personalities of the persons responsible for a given instructional program tend to determine the organization that is developed. While plans of organization vary, they more or less follow one of these three procedures.

### *The Centralized Approach*

The approach that is highly centralized is based upon the conviction that instructional improvement should be initiated, planned, managed, and conducted by persons in the central office of a school system. The concern is usually with problems of the entire school system rather than with the problems of individual schools or of individual teachers. Individuals in the central office determine the goals to be attained and prescribe the technics and methodology to attain these goals. Even the subjectmatter and learning experiences may be written down and handed to a corps of teachers to be followed rather precisely.

This procedure for the solution of problems involved in instructional improvement is historically an important one. Administrators found in it a means to put programs into operation in a relatively short time. New technics of teaching could be spelled out and quickly put into the hands of all teachers.

The centralized approach is still used today; however, participation in the program is probably extended to more classroom teachers. When it is carried to the extreme, an administrator knows what is happening in each classroom at a given time.

The centralized approach focuses on the common problems and concerns of the whole system rather than upon the problems and concerns peculiar to the personnel of an individual school. It is based on the premise that what constitutes successful practice in one situation will necessarily prove successful elsewhere.



### *The Decentralized Approach*

The approach that is highly decentralized implies that instructional improvement is primarily the responsibility of the individual school or of the individual teacher. Activities for instructional improvement, the selection of problems, the methods to be used in solving them, and the personnel to be involved are all decided upon in the individual schools. The administrator may be advised or may know of the activity going on in the local school, but he assumes a minimum of responsibility for initiation, direction, and coordination of the program.

The decentralized approach is of recent origin and developed because only recently has considerable stress been placed on greater participation of classroom teachers and parents in the improvement of the learning process. Organizing for instructional improvement in the local school seemed to be a way of increasing teacher participation and of having new and promising ideas influence the behavior of teachers.

The decentralized position focuses on specific problems in a particular environment. This seems reasonable to many persons because it appears to guarantee a maximum of teacher participation and a minimum of central office domination and interference.

### *The Centrally Coordinated Approach*

The centrally coordinated approach to instructional improvement maintains that the efforts of individual schools, individual teachers, and the central office are significant. The teachers in individual schools are encouraged to improve the instructional process in order to serve *their* children better. At the same time, staff members of some or all schools, together with supervisors and others, may combine their efforts to attack a problem of instructional improvement common to all or several schools. Thus, an individual school faculty may be interested in improving the language arts experiences for children of foreign-born parents. At the same time, a committee of staff members from all the schools and the central office may be studying the factors involved in improving the instructional program in reading which is of general concern throughout the entire school system.

The centrally coordinated position implies that there is need for both general authority and individual responsibility. This

authority and responsibility are exercised by the school administrator, by a committee, or by both. Thus, problems peculiar to an individual school and problems of general concern can be attacked at the same time.

### The Three Positions Compared

The three approaches to organization for instructional improvement have much in common: (a) They all seek the improvement of the instructional process. (b) They all value the stimulation, encouragement, and aid which the central office can provide. (c) They all recognize that what happens in the classroom in which the teacher and pupils operate is of fundamental importance. (d) They all must meet similar problems of leadership, staff morale, community pressures, and involvement of people in a cooperative enterprise.<sup>1</sup>

Their important differences lie in the kinds of problems they attack, the sources of direction of activities, the place of operation, and the effects on school personnel. In the centralized approach, problems are of concern to the whole system. In the decentralized approach, the problems are of concern to an individual building unit or an individual teacher. The centrally coordinated approach faces both kinds of problems, working on some on an individual building basis and on some on a systemwide basis. Direction of activities in the process of instructional improvement is usually concentrated in the central office in the centralized approach, in the local school building in the decentralized approach, and in a representative committee of classroom teachers and central office personnel in the centrally coordinated approach. Where the activities are carried on is determined somewhat by the nature of the problem. The centralized approach favors much concentration of activities in the central office; the decentralized approach emphasizes activities in the individual building unit or classroom; and the centrally coordinated approach encourages activity both in the local school and in the central office.

What happens to school personnel in the operation of the three plans is of great importance. The centralized approach, "controlled"

<sup>1</sup>Doll, Ronald C., and others. *Organizing for Curriculum Improvement*. New York: Teachers College, Columbia University, 1953. 77 p.



and authoritarian by nature, guarantees relatively little individual classroom teacher growth. The decentralized approach offers opportunity for participation and individual growth, but free-lancing and lack of coordination of efforts create an air of uncertainty which may result in deterring teacher growth. The centrally coordinated approach implies a team approach to instructional improvement. Central office interference is replaced by specialized services and assistance furnished by the central office. Instead of uncertainty and lack of confidence, a positive outlook may be envisioned as a result of the cooperatively developed plan of action.

Instructional improvement is controlled largely by the importance which staff members attach to improvement, the quality and extent of their involvement in the program, the opportunities provided for improvement, and the flexibility of organizational structure. The centrally coordinated approach to instructional improvement strives to secure some of the neatness and logical orderliness of centralization, yet it also seeks some of the permissiveness, freedom, and democratic spirit of decentralization.

### Organizational Blocks to Improving Instruction

Organization for instructional improvement should result from growth, not from administrative order. Democratic organization will result from slow growth, as it has in all other human activities. It will evolve thru patient but constant effort by all members of the staff studying and working together. Some serious obstacles may be encountered in this development; for example, the long-entrenched tradition of authoritarian administration, the inertia and unwillingness to change by those with vested interests in the old system, a lack of understanding and experience in using the democratic process, and the interference of pressure groups whose interest may be anything but the improvement of the schools.

The fact remains that democratic organization can be achieved by any group that wants it enough to do something about it.

### Creating a Plan for Working Together

In order that staff members may engage in group activity in the instructional improvement process, some kind of structure for co-

operative work is necessary. This structure may be thought of as a framework or scheme for the assignment of personnel and other resources and for the allocation of duties and responsibilities. It also provides channels of communication, coordination and control, and machinery for evaluation. It should always be constructed to serve the purposes of the enterprise.

What kinds of cooperative activity are appropriate and essential? All kinds of cooperative activity which promote:

1. Individual and group understanding and acceptance of the reasons for instructional improvement
2. A willingness to assume personal and group responsibility for the achievement of common goals
3. Ability to contribute creatively and effectively in solving problems involved in improving instruction
4. Coordination of the efforts of all staff members in the interest of improving instruction.

Our concern is to create an organization structure which will capitalize the creative abilities of individuals and facilitate productive group activity and group effort for improving instruction.

### Principles Underlying the Plan

The primary purpose of instructional improvement is to enhance the learning process. The role of the classroom teacher is central, and everything else should be contributory. Thus, the teacher with his pupils becomes the focus. This leads us to the first principle to be followed in creating structure for improving instruction: *The individual teacher should be given broad authority for adapting the content, the methodology, and the organization of the learning experiences to the needs of the group of pupils in his room.*<sup>2</sup>

But the teacher is more than an entity in himself. He performs his role in a school building in which there are other teachers and pupils. The way in which one teacher performs his functions affects the performance of other teachers. The school as a whole has a major influence on the lives of children over a considerable period of time. Likewise, it has an important influence on the life of the whole community. This suggests a second principle: *Each school*

<sup>2</sup> Much of this section is based on: American Association of School Administrators. *Staff Relations in School Administration*. Thirty-Third Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1955. Chapter 1, "Administration: A way of Working with People," p. 9-29.



*should be given wide authority and responsibility for the development of policies concerning community relationships and procedures for improving instruction.* This authority and responsibility should be delegated to the faculty as a group and not to the principal alone. Then the principal becomes the chief coordinator instead of the "boss."

As schools usually contain more than one teacher, so do many school districts contain several schools. If each school attempts to go its own way heedless of the effects upon the functioning of other schools, the development of pupils may be impaired. This leads us to a third principle: *Each school district or administrative unit should establish general policies to serve as guideposts to each school in exercising the autonomy granted to it.* Responsibility for policy-making in most school districts is vested in the board of education. Wise boards rely upon the assistance and advice of the chief school administrator and his staff in the formulation of policy.

Structure may be viewed basically as a plan for outlining functions and assigning personnel to them. The administrator is concerned primarily with facilitating the cooperative effort necessary for the attainment of agreed-upon goals. Structure for instructional improvement should be developed in such a way as to encourage desired types of cooperative activity.

### Using the Plan

Since the improvement of instruction centers around the teaching-learning function, the primary building block of structure is the teacher-pupil relationship. The nature of the teaching function defines the authority and responsibility of the teacher. This sphere of the teacher and his pupils is basic in instruction and in its improvement. All this means that the teacher should have considerable freedom to plan, to teach, and to evaluate outcomes.

Because there are tasks that can be performed better by small groups than by individuals and because there are also points at which the work of one teacher affects the work of other teachers, many tasks and responsibilities should be delegated to the faculty of a school rather than to individual teachers. Major responsibility for school planning, for research and experimentation, and for evaluation should be vested in the faculty as a whole, including

the principal and other administrative and supervisory personnel. In discharging these responsibilities, the school should be able to command specialized and consultative services thru the staff of the administrative unit within which it operates or thru the staff of the intermediate unit. Thus, the school occupies a key position in the structure for instructional improvement, and it should have a unifying influence upon the pupils and the community it serves.

### The Emerging Structure

Structure should be created for each situation on the basis of the functions to be performed in achieving the purposes set up. Thus, structure is always changing. It is created with a functional design, but the details are changed and adapted as the situation warrants. Structure should take into account not only the functions to be performed, but also the relationships among staff members performing the functions. Staff members for whom structure defines tasks and allocates responsibilities should share in the creation of structure.

In creating structure for cooperative work, considerable attention should be given to placing maximum responsibility at the operating level. Vertical communication should be streamlined so that those at the operating level have an opportunity to influence general policy decisions. As many staff members as possible should be involved in setting goals, selecting problems, creating operational structure, and formulating policies. Work teams of various sizes, but with definite responsibility for planning and for effectuating plans, should be set up. These work teams should be made up of classroom teachers and other school personnel working cooperatively to solve common problems. It is advisable to provide for planning and coordination committees to supplement the work teams within schools and to serve as means for arriving at decisions affecting more than one school. Advisory and special consultative services should be provided to schools, to work teams, and to teachers on a service basis.

The resulting structure will be a functional and democratic organization. More than likely it will follow a simplified line-and-staff form with emphasis on democratic participation. The line will represent the primary basis for the distribution of the functions



to be performed, and the staff will represent the services provided to facilitate the performance of the functions. From the viewpoint of performance of functions, the line goes from the teacher, to the work team, to the school, to the school district. The building principal becomes the chief coordinator within a given school, whereas the superintendent becomes the chief coordinator for the entire district. From the viewpoint of delegation of functions, the line extends from the board of education down thru the central office, to the school, and to the teacher. Thus, authority and responsibility are inherent in the definition of the functions to be performed.

In this cooperative approach, the administrator holds a key position for decision-making, for stimulating cooperative work, for leadership, and for coordination of the program. He has opportunity to exercise his authority and discharge his responsibility. He may exercise authority for the staff on the basis of leadership and the intermingling of staff experience. He has a special responsibility in mobilizing the resources of the staff for planning and performance of functions.

### From What Is to What Ought To Be

When the cooperative approach to instructional improvement has been established, when staff and administration have an understanding of its elements, and when provision has been made for it to function, several steps are essential in its operation: (a) an appraisal of the present situation, (b) a recognition of what the situation should be, (c) an appraisal of the distance between *what is* and *what ought to be*, and (d) the development of an action program to go from *what is* to *what ought to be*.

Let us take the selection of new instructional materials for the language arts program as an example. Naturally the first step will be a cooperative appraisal, thru workshops and study groups, of the present program of language arts and of instructional materials currently in use. The staff will find out what the school offers in the language arts. At this point, cooperative research and individual and group experimentation will be used to arrive at what the staff feels the offerings should be in this area and the instructional materials needed for the program.

The staff, having arrived at a group understanding of what the program should be and the materials needed, will be in position to appraise the distance from *what is*, or the present program, to *what ought to be*, or the proposed program. Then the fourth step, the setting up of action programs to achieve the goal decided upon, will be facilitated, and the result, instructional improvement, should be a natural and certain reality.

### Life and Spirit in the Organization

The superintendent should realize that the organization framework devised for instructional improvement thru the cooperative approach provides the machinery to expedite the accomplishment of results. He should also realize that morale and the spirit of teamwork constitute the motivating power that causes the machinery to function.

It is, therefore, all important that the superintendent be a leader and an expert in human relations. He should be able to inspire the group to operate as a team and be able to challenge the team to go forward, eager to try new ideas, imbued with the desire to teach better than they ever taught before.

Organization, then, is more than just framework. It becomes clothed with life and spirit. It becomes a living, moving force, easily recognized by the staff as the vehicle for progress in instructional improvement.



## CHAPTER ELEVEN



### *How Do We Know?*

INSTRUCTIONAL improvement has been described by the Yearbook Commission as a process of cooperative problem-solving. Evaluation is an essential part of the process. It is only thru evaluation that there can be some assurance that progress is being made toward solution of the problem. Of equal importance, however, to the "solutions" or end-products is what happens to the problem-solvers *thru the process itself*.

Here is posed a real task for evaluation. How do the superintendent, staff members, parents, and pupils know what progress has been made? They are interested in such specific things as the extent to which children are becoming better readers or are becoming more courteous in their behavior. But also they are interested in whether or not the activities thru which the staff has moved have made the teachers better teachers. Have such activities made the administrators more capable instructional leaders? Have they helped both teachers and administrators become more skilled in setting goals, in developing and carrying out plans, and in interpreting results? It is the purpose of this chapter to explore the responsibilities of the administrator in insuring that evaluation procedures contribute effectively to the program of instructional improvement.

#### What Evidence Is Wanted?

John Jones opened the conversation. He and the teacher who had been serving as chairman of the social studies committee were talking with the curriculum specialist from the nearby college. "We've done pretty well in listing objectives," he began. "The teachers have developed a number of materials and procedures which they are trying out this year. What we're concerned with now is *how do we know* whether or not progress is being made. Will the curriculum framework we have worked out help in providing richer and more appropriate learning experiences or will it interfere with teacher creativity? Will these projects help children to improve in

THE SUPERINTENDENT AS INSTRUCTIONAL LEADER

their ability to think critically? What records should we keep? What evidence do we need? What evaluation instruments would be useful?" Jones was thoughtful about his responsibilities for building into the instructional improvement program, evaluation procedures that would provide the evidence for future plans.



*Have the activities made the teachers better teachers?*

On what basis are programs of instructional improvement judged? On the number of participants? On the volume of printed material produced, or its attractiveness? On the average scores obtained on standardized tests? It has been reported that some superintendents feel pleased with the program if everything just runs *smoothly*—if parents do not complain, if pupils cooperate with the teachers, and if staff members carry out assigned duties with efficiency and a certain amount of independence.



That we grasp for such inadequate evidence is undoubtedly due, in some measure, to the inherent difficulty of securing more basic information. "More *pertinent* information" might be a better phrase, for evaluation is most useful when the data collected are pertinent to the goals which are deemed significant. When seen as one aspect of a continuous process (See Figure II, page 182.), evaluation becomes meaningful.

The key to answering the question, What evidence is wanted? is to be found in the objectives themselves. If objectives are specific, clearly phrased, and stated in terms of the ways teachers or children will act if the objectives are realized, the job of devising ways and means of measuring growth toward such objectives follows more easily. It is not so obvious, however, that specific objectives need to be carefully selected in relation to the basic goals of the educational program.

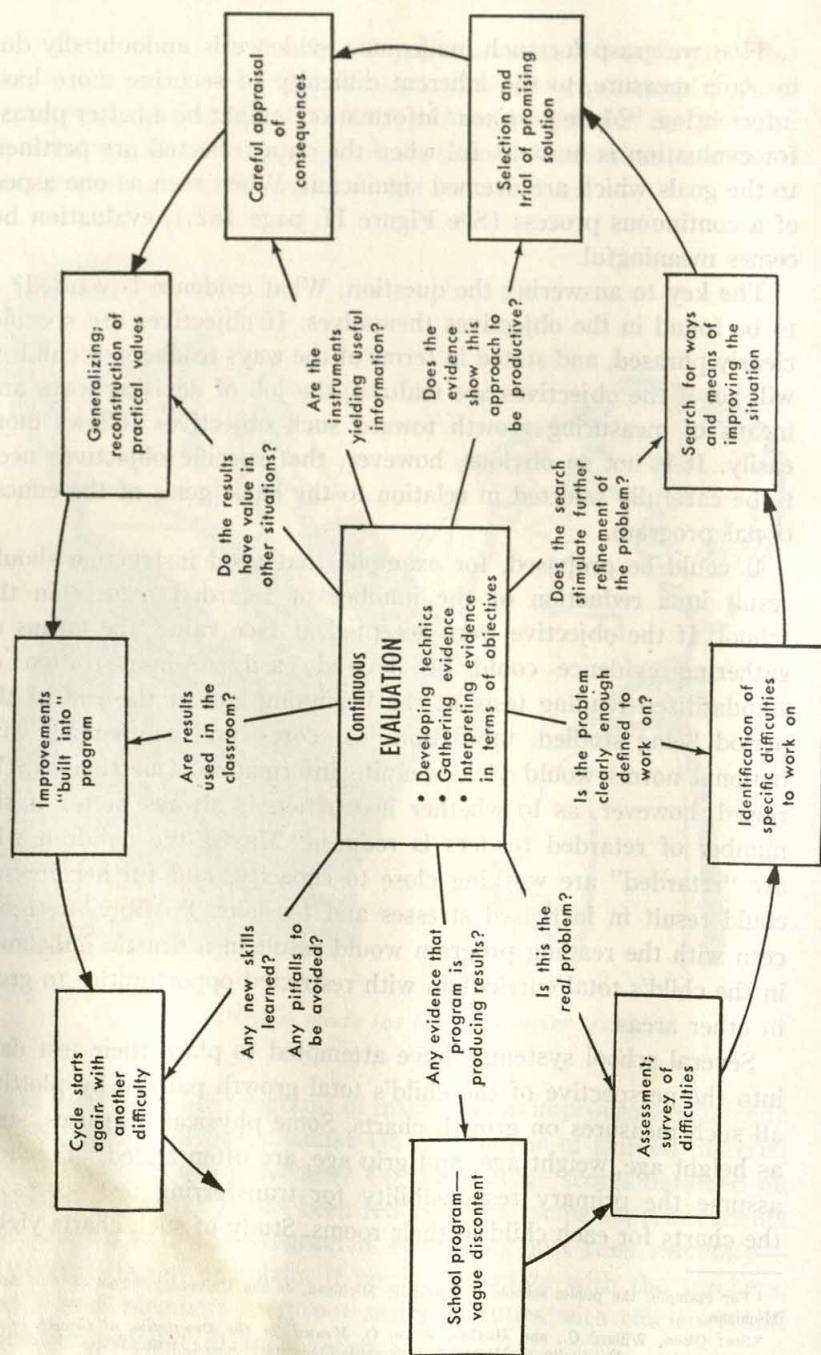
It could be proposed, for example, that good instruction should result in a reduction of the number of retarded readers in the school. If the objective were accepted at face value, the means of gathering evidence could be devised easily. Administration of standardized reading tests at the beginning and at the end of the period being studied, tabulations of scores, and comparison with national norms would yield definite information. Question can be raised, however, as to whether instruction is always better if the number of retarded readers is reduced. Maybe the children who are "retarded" are working close to capacity, and further forcing could result in increased stresses and tensions. Possibly, overconcern with the reading program would result in a drastic imbalance in the child's total curriculum with restricted opportunities to grow in other areas.

Several school systems<sup>1</sup> have attempted to place their test data into the perspective of the child's total growth pattern by plotting all such measures on growth charts. Some physical measures, such as height age, weight age, and grip age, are often added.<sup>2</sup> Teachers assume the primary responsibility for transferring test scores to the charts for each child in their rooms. Study of such charts yields

<sup>1</sup> For example, the public schools of Ferndale, Michigan, or the University School of Ann Arbor, Michigan.

<sup>2</sup> See: Olson, Willard C., and Hughes, Byron O. *Manual for the Description of Growth in Age Units*. Ann Arbor: University of Michigan, University Elementary School, 1950. 28 p.

FIGURE II. CYCLE OF CONTINUOUS EVALUATION





not only information about the present achievement *status* of each child but also gives clues as to the *rate* of growth, amount of *integration* or dispersion, and the *level* at which growth is maintained. In composite the chart shows a total *pattern* of growth and achievement for each child which can be directly useful to the teacher as he plans instructional activities, methods, and materials that will be most productive for that child.

### Evaluating the Process

There need be no dispute over whether objectives should deal with *process* or *product*. Both are important and both are essential. Improvement in the skill with which staff members work together on instructional problems is, of course, process. Yet it is a primary goal of an instructional improvement program. The teacher will be equipped better to help pupils become effective problem-solvers if he understands the process well enough to use it skilfully himself.

### Goals Relating to Process

More detailed statements of some of the specific attitudes, knowledges, and skills that contribute to the solving of instructional improvement process problems may be useful. The more tangible and clear-cut such objectives are, the easier it becomes to devise ways and means of getting evidence of their attainment.

*Valuing creativity and variation*—One objective may be that staff members grow to accept a wide range of individual differences among their professional colleagues as natural and desirable. They will show evidence of an increasing willingness to consider a range of methods and instructional technics as potentially effective. They will show an increasing interest in encouraging the trying out of new methods and procedures by the faculty, individually and collectively.

*Looking objectively at outcomes*—A further goal may be the development of an attitude toward experimentation which accepts some unfavorable as well as favorable outcomes as a normal aspect of creative teaching. If new procedures and methods are to be tried out to see if they really do improve instruction, it must be assumed that there will be some negative results. Such findings are im-

are to be utilized, teachers must develop skill in discovering and involving such parents. As the teacher works more extensively with other adults, skill in drawing out and utilizing the contributions of various group members becomes important.

Thus it can be seen that a list of specific objectives relating to improving the process of instruction might be developed. Such a list would necessarily reflect the particular needs and problems of each staff or each school system.

### *Bench Marks Are Needed*

Very likely results will not appear as the achievement of some kind of end product or final condition. Rather, progress toward such goals as those described above will need to be measured as movement from one status to another or from one level of skill to another. This entails first establishing some sort of bench mark or definition of existing conditions for comparison at some later time with a second measurement or survey of status. For example, the teacher who has worked with two parents as resources in the classroom during one year, may record 10 such instances during a second year. He may have moved from more or less unplanned or accidental arrangements to a well-thought-thru involvement of the parent in a manner designed to make maximum use of that parent's particular resource.

One staff found it an exciting undertaking to establish bench marks regarding their communication skills. A questionnaire and an interview checklist were devised to find out how much information about curriculum committee work was actually absorbed by other teachers in staff meetings and from bulletins, oral reports, and attractive teachers' handbooks. Spot checks for measuring the extent to which various members of the staff were informed about their colleagues' professional activities were devised. Not only was information secured but enthusiasm was developed for working toward improved communication skills.

### *Evidence Can Be Gathered*

Goals have probably been set thru faculty planning. Procedures for evaluation should be developed in a similar manner, capitalizing on the creativeness of the group and laying the groundwork for its support of the evaluation activities. Forthright discussion and a





*Self-evaluation procedures are helpful.*

listing of important difficulties faced by the staff are good means of securing evidence about current conditions which may exist at a specific time.

Various self-evaluation procedures are helpful. Many school systems have developed professional evaluation guide sheets or checklists as outgrowths of traditional teacher rating plans.<sup>4</sup> Often these are used as a basis for conferences between administrator and teacher. When such checklists are set up in terms of the specific professional growth objectives which have been worked out by the staff or by the individual teacher, they can be a highly useful means of securing information on progress from both teacher and administrator.

<sup>4</sup> For example, see: Shorewood Public Schools. *Professional Inventory Record*. Shorewood, Wis.: Board of Education. 6 p. (Mimeo.)

In one school system, teachers recorded opportunities provided in their classrooms for children to exercise self-direction. Over a period of time, activities in several areas (science, language arts, social studies) were analyzed, checklists were developed, and the opportunities provided by these activities for furthering self-direction in the children were studied. Subsequent surveys by the teachers who participated revealed an increasing number of opportunities provided. Thus the survey, which was part of a total action research project, in itself produced evidence for the teacher of his own growth toward the general objectives of the instructional improvement program.

Studying the administrator's role in evaluation, a group of superintendents and principals from the southwestern part of the country came up with these suggestions for gathering evidence about staff meetings:

1. Let staff members rate meetings on an unsigned checklist.
2. Tape record meetings and study the tapes to find weak spots.
3. Observe the meetings as objectively as possible, noting participation, enthusiasm, interest, and accomplishment.
4. Provide an evaluation committee of staff members to work with the planners.
5. Look for evidences of staff meeting decisions in every-day school life.<sup>5</sup>

### Evaluating the Product

Continuously, process should result in product. In a sense, the discussion thus far has emphasized the change in the ways which teachers or administrators work on their instruction problems as *product*, making certain assumptions regarding the effect of such changes on the growth and development of children. Is it not possible, however, to measure the growth of children directly? Cannot the effectiveness of an instructional improvement program be evaluated by systematically testing children *before* and *after*?

### *A Variety of Technics Is Needed*

*Testing* is undoubtedly too limited a term to use to describe the many procedures and instruments available and useful in evaluating

<sup>5</sup> Southwestern Cooperative Program in Educational Administration. *The Administrator's Role in Evaluation*. Austin: The University of Texas, August 1954. p. 3-4.



pupil growth. A few of the commonly used ones were listed \* by a workshop of administrators in Texas:

- |  |  |
|--|--|
| 1. Paper and pencil tests  | 14. Case histories                                   |
| 2. Anecdotal records   | 15. Audio-visual recordings                          |
| 3. Cumulative records  | 16. Counseling and guidance records                  |
| 4. Performance tests   | 17. Child study programs for teachers                |
| 5. Interviews  | 18. Psychiatric services and records                 |
| 6. Record of parent reactions                                    | 19. Readiness tests                                  |
| 7. Socio-grams   | 20. Achievement tests                                |
| 8. Personality tests   | 21. Diagnostic tests, such as Kuder Preference, etc. |
| 9. Aptitude tests  | 22. Follow-up studies                                |
| 10. Records of participation                                     | 23. Profile charts                                   |
| 11. Questionnaires and checklists                                | 24. Employers records                                |
| 12. Social maturity, emotional stability, and personality scales |  |
| 13. Observations   |  |

### *Standardized Testing Programs Can Help*

Common practice is to arrange testing programs which regularly produce information about the achievement levels of children in many of the basic skills and about the acquisition of facts in designated areas. If the instructional improvement program is successful, will not the average achievement levels for each group be higher, or will not rate of growth be faster?

In support of modern educational practices, the literature reports a number of then-and-now studies, showing how over the years the average achievement of children in reading increased by a specific number of grade points or that the scores on arithmetic reasoning tests averaged consistently higher than previously. Many assume that a progressing school system will produce children who read better and better and at an earlier age, and that the numbers of children who achieve below the norm for their grade levels will be fewer and fewer.

How useful are such standardized testing programs to the instructional leader? This will depend on what the tests are measuring and how they relate to the needs of each child. To standardize such objectives for all is unwise, indeed. For one child, in view of his general growth pattern and readiness, a considerable spurt in reading achievement during the year might be most appropriate. For another, it might be most inappropriate if, for example, the

\* *Ibid.*, p. 12.

spurt had been made at the expense of other more important values. Possibly a situation might exist where it would be considered evidence of poor instruction if substantial improvement in reading rate were achieved! Such change might have been provided for a child at the expense of other learnings which would have promoted better balanced growth.

A primary value in systematic testing programs may be found in the information they give the teacher about *the individual child's achievement and his pattern of growing*. Such information is essential to the planning of appropriate educational experiences. The more nearly complete the information, the more effective the teacher can be in suiting the curriculum to the child.

A standardized testing program can serve as a basic step in the gathering of pertinent growth data. One such program is that recommended by the Michigan School Testing Service, sponsored by the Michigan Secondary School Association and the Bureau of School Services of the University of Michigan. The program<sup>7</sup> presented below is prefaced with the following statement:

This service is provided by the University of Michigan to assist schools in the evaluation and guidance of pupil growth and in the study of the curriculum through the use of tests and other evaluative devices. It emphasizes that testing should be a supplementary process in the evaluation and guidance of pupil growth and that the tests listed in this brochure are only examples of those types of tests which may be used in a school testing program.

### A SUGGESTED TESTING PROGRAM

#### GRADE ONE

Gates Reading Readiness Tests  
Gates Primary Reading Tests

#### GRADE TWO

Gates Advanced Primary Reading Tests

#### GRADE THREE

Gates Basic Reading Tests  
California Short-Form Tests of  
Mental Maturity (Primary) *or*  
SRA Primary Mental Abilities  
Test (Ages 7-11)

#### GRADE FOUR

Gates Basic Reading Tests  
Iowa Every-Pupil Basic Arithmetic  
Skills (Elementary)

#### GRADE FIVE

Gates Basic Reading Tests  
Iowa Every-Pupil Basic Arithmetic  
Skills (Elementary)  
SRA Primary Mental Abilities Test  
(Ages 7-11) *or*  
California Short-Form Test of  
Mental Maturity (Elementary)

<sup>7</sup> University of Michigan, Bureau of School Services, *A Suggested Testing Program*. Ann Arbor: the University, 1956-57.



**GRADE SIX**

*A complete battery—any one of the following:*

California Achievement Tests  
Iowa Every-Pupil Tests of Basic Skills  
Metropolitan Achievement Tests  
Stanford Achievement Tests

**GRADE SEVEN**

Cooperative Reading Comprehension Test  
Iowa Every-Pupil Basic Arithmetic Skills (Advanced)  
California Short-Form Test of Mental Maturity (Intermediate) or  
SRA Primary Mental Abilities Test (Ages 11-17)

**GRADE EIGHT**

*A complete battery—any one of the following:*

California Achievement Tests  
Iowa Every-Pupil Tests of Basic Skills  
Metropolitan Achievement Tests  
Stanford Achievement Tests

**GRADE NINE**

Cooperative Mathematics Test for Grades 7, 8, and 9

Diagnostic Reading Tests: Survey Section or

Cooperative Reading Comprehension Test

Kuder Preference Record: Vocational

SRA Primary Mental Abilities Test (Ages 11-17) or

California Short-Form Test of Mental Maturity (Advanced)

**GRADE TEN**

Differential Aptitude Tests

**GRADE ELEVEN**

Cooperative English Tests:

Mechanics of Expression

Effectiveness of Expression

Diagnostic Reading Tests: Survey Section or

Cooperative Reading Comprehension Test

**GRADE TWELVE**

Essential High School Content Battery

Kuder Preference Record: Vocational

*The Mooney Problem Check List and the SRA Youth Inventory may be administered to all secondary grade levels in individual counseling situations.*

***Involve Parents and Pupils***

There can be no substitute for involving all the interested parties in evaluating the product. This means the cooperative planning and carrying out of evaluation procedures by teacher and pupil with the help of parents, administration, and specialized school personnel.

Take, by way of an example of parents and a teacher working together, a first-grade classroom in which a serious problem existed. A gang had developed among the children and was being used by the leaders as a means of wielding power over others in an unwholesome way. Discussion between the teacher and the parents brought out that the parents were interested in such specific educational

objectives for their children as "learning to use leadership talents constructively," "being an intelligent, not a 'blind' follower," "being sensitive to the feelings of others, especially those who are left out," and "being able to make one's own decisions." The teacher and some of the parents worked out plans together. Here are excerpts from a letter<sup>8</sup> to parents of first-grade children in which the teacher shared with them some of these basic concerns and plans:

Dear Parent:

I would like to take this opportunity to talk with you by letter about your child's group. A parent is always primarily concerned with his own child, and that is as it should be. A teacher is concerned with each child, too, but more than that she is concerned with the group of children and the personality and structure of the group. . . . Parents' concern and understanding about the group as a whole will add untold strength to this group force which is operating in each child's life.

The first-grade group this year has had many problems to solve in living together. The group had not set up positive leadership roles and this was a problem. A number of children, through use of physical force and threats, were vying for leadership. Children were excluded over and over again from free play activities. The group found it particularly hard to accept the new children who were added to the first grade this year.

In order to handle this problem in the big group operations, the regulation was made that no one could save places in line (unless he went to the end) at the lunch table, in the story or music circle, or at rest. Through this rule, which the children accepted, the number of times that a child met with, "You can't sit by me," was greatly lessened.

On the other hand, children need time with special friends toward whom they feel an especial warmth. To meet this need, small groups chosen by the children work and play together. There are places, such as the screened off doll corner, and the block room, where children can be by themselves or with one or two others. The children also have turns in choosing where they want to have their desks and who their neighbors will be.

Although we have a "gang," a feeling of unity was noted last week through the inclusion in the gang of any child who wanted to enter. This was a spontaneous expression of good feelings, of "we" instead of "I" on the part of the child leader and the ones with him. This has led to better feelings on the part of all the children. Many children are not really interested in the gang's activities. They just wanted the assurance they could be a member if they wanted to. . . .

You parents have contributed to this social learning through your handling of birthday parties. Birthday parties have not been an exclusion tool but rather an event to share happily with the entire group, oftentimes at school. Birthdays are terrifically important to these sixes. They

<sup>8</sup> Written by Charlotte Hardy, first-grade teacher, University School, Ann Arbor, Michigan.



judge their social status by exclusion from birthday parties. (Inclusion they look upon as a right belonging to all six-year-olds.)

On some days your child will come home disgruntled with school. . . . Perhaps he has been the cause of his own troubles through his behavior that day. Perhaps he has been the victim of aggression through no fault of his own. Giving him a chance to talk this over with you and with your help in interpreting group living to him, may help him over this hurdle. Perhaps you feel you would like to know more about this particular incident. Or perhaps there are quite a number of days in which this type of thing happens. Then it is wise to arrange to see the teacher and talk over this problem. (Sometimes these things come out first at home and so it is helpful if you, as well as the teacher, will take the initiative in talking over problems.) It is also wise to discuss these incidents with the teacher before they snowball into a big problem so she can be especially alert to give each child help in working out problems.

Your first-grade group is showing more maturity in many ways. . . . I believe we are seeing the beginnings of a spurt of group growth in this area of social learning, and I wanted to share my pleasure with you.

Cordially,

First-Grade Teacher

Parents were invited to observe the group, especially during play period. They invited small groups from the class to their homes. Tests<sup>9</sup> which revealed friendship groupings within the classroom were given occasionally. Individual conferences between parents and teacher were arranged to share observations on progress being made as shown by the child's actions and comments at home or at school. Records of such conferences were filed in the child's cumulative folder. Thus parents were involved in the attack upon and evaluation of results of efforts of school and home to meet an important problem of growth.

Direct involvement of pupils in evaluation activities is increasing. Study of the learning process makes it clear that better learning results if the learner has a clear idea of what he is doing, why he is doing it, and what progress he is making.

It is reported that a father commented to his teen-age daughter, "So you took an algebra test last week! How did you do?"

"I don't know," she responded.

"How are you getting along in algebra?"

"I don't know," said the daughter; "grades don't come out until next month."

<sup>9</sup> Smith, Walter D. *Manual of Sociometry for Teachers*. Ann Arbor: University of Michigan, University Elementary School, Child Development Laboratories, 1951. 11 p.

Good teaching includes evaluation as an integral part of the daily classroom program. Pupils know what they are doing and how they are getting along because they have a hand in setting the goals and in measuring progress toward them.

Those concerned with the evaluation program should have an opportunity to participate actively at every stage. Children and their parents should have a part in the decision on what skills are most useful to them or on what information is of most immediate or potential value. Next, agreement must be reached on what evidence can be obtained. To what extent are such skills or is such information acquired? To what extent are they being used effectively? Then ways and means of gathering the evidence, analyzing it, and interpreting it in terms of the child's total growth can be worked out.

This kind of study of the *product*, coupled with evidence regarding the value of the *process*, when studied thoughtfully by all those concerned with the improvement of instruction, will provide the basis for judgment on the effectiveness of the program.

### Facilitating Evaluation

The foregoing analysis emphasizes that the instructional leader is interested in evaluation not only because it is a means thru which he can secure information about the value of the program but also because the participants must maintain a sense of direction, secure important satisfactions, and develop enthusiasm for moving ahead. What can the administrator do to facilitate evaluation? Are there some specific steps an instructional leader can take which will assist the staff in developing appropriate evaluation activities? The following are suggested as some which may be helpful.

#### *Sharing in the Goal-Setting Process*

By working closely with those individuals or groups who are developing plans and setting goals for instructional improvement activities, an administrator can share his perspective, can point out limitations and problems that need to be faced, and can help to keep goals realistic and in focus.

Deciding what to aim for is likely to be the most difficult part of the entire problem-solving process. Goals will evolve to some



extent as a project develops. They will be clarified and modified thru continued evaluation of activities. But the initial statement of purposes may have much to do with the success of the project. For example, one faculty committee visualized its contribution to the improvement of the elementary-school social studies program as primarily a matter of deciding what new textbook should be adopted. The committee needed help in focusing more clearly on some of the underlying objectives (utilizing the immediate concerns about the textbook as a beginning point). The project could have been conceived, carried thru, and evaluated as successful in terms of a narrow or superficial objective that might have had little direct relationship to the improvement of learning activities or to the improvement of the instructional methods used by the teachers.

The administrative officer, being generally familiar with the total program, can help each special interest group see the relationship of its problem to the total. Being better informed about community interests and concerns and more sensitive to the dynamics of community-school relationships, he can be helpful in interpreting the position of the board of education or in securing needed resources.

Furthermore, the leader has an opportunity to help the group formulate goals that reflect clearly and simply what is to be changed. The administrator is in a good position to help in keeping goals realistic and stated in such terms that progress toward them can be measured.

### *Helping Re-Adjust Goals*

The instructional leader who understands that modification of goals, in the light of evidence or insights developed as the project progresses, is part of a healthy problem-solving process will be alert to such possibilities as they evolve. He will assist the group in periodic re-evaluation of the original goals. This implies, of course, that the administrator must continue to be closely enough identified with the project to be sensitive to its evolution.

### *Promoting Creative Thinking and Action*

The administrator has much to do with the creation of an atmosphere in which unfavorable as well as favorable results are expected and accepted as part of problem-solving. Too often it is the superintendent or principal who places on teachers strong pressure to

succeed in whatever they try. The teacher who tries something new is "guilty" until proved "innocent"! Sometimes the proof of innocence (or success of the attempted innovation) demanded is so rigorous as to discourage the most eager. And should a project, by horrible misfortune, show the new approach to be ineffective, the experimentally minded teacher becomes suspect.

Of course, reasonable limitations must be observed in experimenting with the instructional program. The healthy development of the children must be safeguarded. However, carefully evolved projects directed toward better instruction are not based on whimsical assumptions but are built upon a vast foundation of theory and research on the nature of learning and child development. The classroom teacher should expect his administrator not only to be informed about and interested in such a project, but also to be understanding and supportive when the evidence shows negative results. Paradoxical as it seems, a clearly demonstrated negative result is a positive contribution. It shows what not to do, clearing the way for experimentation.

### *Facilitating the Gathering of Evidence*

The administrator can help the group consider the need for gathering evidence early. He can facilitate the continuous collection of such evidence and can provide time for its examination.

Enthusiasm for defining the problem and going to work on it sometimes causes a group to overlook the need to think about evaluation at the outset. Bench marks must be set. Plans for continuous collection of important data must be laid. Records of the activities of the group must be kept. The instructional leader has a responsibility for helping the group foresee these needs and take appropriate steps.

Appropriate means of gathering evidence can often be placed at the disposal of the staff by the alert administrator. Teachers may need to have some assurance that they can secure standardized tests as they are needed. If a tape recorder is useful, one should be available within the building (and not, as in one school system, available only by special arrangement with the elementary-school supervisor, and then for only one-half hour at a time!).

Careful study of the evidence is often deferred until the very end of the project, perhaps even until summer vacation! Inter-



pretation of the results and of their implication for the setting of new goals and the planning of new curriculum improvement activities is the key to the whole problem-solving process. It enables one to see what has been accomplished thus far and to look forward to next steps. The administrator needs to be alert to the importance of this phase of the process and must take the lead in emphasizing its significance by providing sufficient time for such activities, by facilitating the sharing of results with other staff members, and by assisting in the identification of new needs and the development of new projects as an outgrowth.

### *Finding or Developing Measurement Technics*

Some schools have provided in their instructional materials centers a file for the collection of evaluation devices of all types—standardized tests, teacher-made tests, checklists, observation guides, sample time schedules, and anecdotal record forms. Such files are invaluable resources if it is considered important that an evaluation instrument be selected or developed in terms of the specific objectives to be measured. Such standard compilations of tests and other instruments as Buros' *Mental Measurements Yearbook*<sup>10</sup> can also be most helpful. The administrator can facilitate the evaluation process by making such resources as these available.

More often he may be called upon to exercise ingenuity in working with a group to devise new and creative ways of getting the evidence which is most crucial.

### *Promoting Good Communication*

The administrator will participate frequently with staff groups as they seek to improve their teaching. He will provide occasional opportunity for working-staff groups to meet with the board of education to review progress. Sharing with these school officials is important not only in furthering good school relationships, but also in sharpening the focus of the project itself.

### *Facilitating Appropriate Publication*

In some situations the administrator will need to provide the means for publishing such records and materials as seem helpful

<sup>10</sup> Buros, Oscar K., editor. *The Fourth Mental Measurements Yearbook*. Highland Park, N. J.: Gryphon Press, 1953. 1163 p.

in documenting instructional improvement activities as a basis for assessing progress and as tools for further action.

Nevertheless, extreme emphasis on publication as the end product of a curriculum improvement project no longer can be defended. It is clear that teachers or pupils do not change their actions as a result of the distribution of a new guide, or course of study, or committee report. Publication must take its place as one of the aspects of a total program, one of the tools which can serve useful ends. It is only the beginning of implementation, not the end.

Some record-keeping on what is planned and done is essential. Reducing objectives and plans to written form often helps to clarify them altho it occasionally has had the opposite effect. Describing what is happening in a brief, written account can reassure participants that they are moving ahead on their plans and can give them an opportunity periodically to reassess their activities in terms of basic objectives.

If particular attention is paid to content, format, and style of the publications, they may even in some measure communicate the progress of the project to those staff members who have not been involved in the project directly. This is a most worthwhile achievement, essential to the maintenance of an atmosphere of mutual understanding, respect, and support. In no way, however, can publication take the place of involvement as a means of effective improvement of instruction.

The superintendent or other instructional leader is in a key position to insist upon publications which serve such useful purposes as described, to facilitate their production, and to make possible their modification and revision as need arises.

### Providing for the Follow-Thru

Evaluation activities do not terminate the instructional improvement process. Evidence obtained in measuring progress toward objectives serves also in the re-evaluation of the objectives themselves and in the development of new plans of attack. In one sense, evaluation activities are continuous thruout the project. Goals are constantly being modified, evidence is being gathered and interpreted, and plans are being revised.



One of the most successful ways of facilitating the follow-thru in some school systems has been to provide for a team of the participants to spend time together in a summer workshop or as a subgroup in some college seminar. This has provided opportunity for them to look intensively at their project, to review its goals, and to develop new plans. In other school systems such activities have been carried on at a preschool staff workshop, held for two weeks in late August at a nearby camp. College personnel and local administrative and supervisory staff members were available as resource people.

Such means as these are examples of how administrative leadership can provide the opportunities for a consolidation of gains and a follow-thru to further instructional improvement activities.

### Evaluation Is "Quality Control"

The purpose of this chapter has been to emphasize evaluation as one of the conditions essential to a program of instructional improvement. Evaluation is the "quality control" of the educational program. It is more—evaluation is the means by which quality may constantly be improved. It serves to answer the question, How do we know? Evaluation must focus on the specific purposes of the instructional improvement program. Such purposes are concerned with *process* and *product*. Evidence regarding change should be gathered by means of a wide variety of instruments and technics. Analysis of the evidence and application of value judgments to it provide the support for modification of goals and development of new plans of action. Thruout the entire procedure the superintendent can serve as facilitator, supporter, stimulator, and educational leader.

# *Inservice Education of the School Superintendent*

IT SEEMS that improving instruction, as has been described in the previous pages, is a monumental task. It must be remembered, too, that there are many phases of the superintendency which have not been dwelt upon in our consideration of improving instruction. Actually, all duties of the superintendency in a real sense have their justification *only* in their contribution to the instructional program.

We shall consider the continued professional growth of the superintendent in the broad perspective of his entire role, for he can scarcely grow professionally in one area without growing also in other areas. Furthermore, people grow as individuals and not as parts of individuals. Anything that helps the superintendent to become a more competent individual in the broad sense may also assist him in his specialized task of helping to improve instruction.

### Why Continuous Growth Is Needed

If the need for a superintendent's attention to his own inservice education has not been made explicit in the foregoing chapters, perhaps a further reference to John Jones, the superintendent described in Chapter One, is appropriate. Mr. Jones may be remembered as an individual whose time was not his own. There just were not enough hours in the day for him to do everything he was called upon to do. Furthermore, he seemed to have no valid basis for discriminating between the important and the less important among tasks he was called upon to perform. Rather, he was pulled from one task to another by pressures seemingly beyond his control, with the result that he frequently yielded to the greatest pressure. A systematic, well-planned, and smoothly coordinated program of work seemed to be out of the question. Under these circumstances, improving instruction was undoubtedly



largely a matter of chance with Mr. Jones, his efforts being limited by such time and energy as remained after he escaped from the pressures which beset him daily.

The description of the trials of Mr. Jones corresponds rather closely to what current research reveals about the nature of the superintendency.<sup>1</sup> The reader of reports on this research is bound to be struck by the number and variety of demands on the time and energy of the superintendent. Many pressures are inconsistent with each other, and any decisions made concerning them will create some measure of conflict. Unfortunately, Mr. Jones gives the impression of functioning largely in terms of these demands. He is, therefore, subject to the charge of operating in terms of expediency.

It is important to give attention to such pressures, but they ought not to obscure the more exacting and penetrating phases of the superintendent's job. The superintendent needs to maintain continuous sensitivity to the kinds and amounts of education needed in his community if he is to help organize and bring to bear on the schools available resources for meeting educational needs, and if he is to assist in evaluating the educational outcomes of the school system. Yielding to the pressures of the moment will leave no time for the vigorous attention needed in these areas of a superintendent's responsibility.

The nature of the tasks which have been suggested in the foregoing chapters, the avenues to instructional improvement which have been projected, and the procedures suggested are rooted in important social conditions which fall within the province of a superintendent's concerns. Among these social conditions are the swiftly changing character of our society, the constant reorientation of educational purpose in the light of these changes, and the meanings of these and other factors for educational administration. Social and economic changes within the last generation alone stagger the imagination. Similar changes predicted for the near future far surpass any yet witnessed. Current influences on human thought, behavior, and aspirations appear to be making our society very different from any society we have heretofore known. Indeed, we scarcely understand the nature of some of the changes which are

<sup>1</sup> Cooperative Program in Educational Administration in New England. *Report of Superintendents' Interviewing Program*. Cambridge, Mass.: the Program, Harvard University, December 1950-March 1951. 34 p. (Mimeo.)

Gross, Neal. "Easing Strains and Tensions Between Superintendents and Board Members." *Nation's Schools* 56: 43-47; October 1955.

already taking place. Obviously, educational purpose, content, and method are also in a state of constant change. The compulsions placed on the superintendent to be a student of society thus become greater year by year.

The present generation has shown great concern for education and its power. Functions of schools have been broadened constantly. Education is now generally viewed as a means of community improvement and a way to achieve social and economic goals for both individuals and groups. Recent discoveries in the fields of human growth and development, of how learning takes place, and of motivation are rapidly making a science of education. Formal professional education can, at best, equip the superintendent with but a general comprehension of these fields of learning and, perhaps, with a strong recognition of the importance of keeping up as best he can with new discoveries.

Even the stouthearted may be dismayed at the thought of what the modern superintendent of schools must do if he is to be successful. On the other hand, the important role of the superintendency in our society and the position's great challenge to social service have been supported by eloquent testimony. The concept of the superintendency and of the nature of its role which the Yearbook Commission holds emphasizes leadership abilities needed by the superintendent. Our stress is on cooperative problem-solving, use of the scientific method, and the creative leadership expected in the superintendency today rather than on the more narrow concern for a managerial role dependent upon status relationships which characterized the superintendency of yesterday.

Perhaps John Jones's dilemma, as described in Chapter One, presents evidence of inadequacies in the traditional programs for educating school superintendents, inadequacies not so much for yesterday as for today and tomorrow. Graduate programs in educational administration by and large are not yet based on the concept of the superintendency which is implicit in this volume. Mr. Jones was educated to be a science teacher. He was a very successful science teacher. When he began to plan for his graduate work, he considered the possibility of taking a few courses in educational administration—he might some day want to be a superintendent.

Since Mr. Jones was a classroom teacher, the study of administration was somewhat abstract to him. The few isolated courses



he was able to take on the master's degree level could hardly be expected to prepare him for the complicated and difficult role into which he was thrust when, after a short period as principal, he was made superintendent of the school system. When he had studied administration, he had felt no particular need for professional improvement in this field. It was also unfortunate that his program of formal preparation for the superintendency was broken into discrete courses which somehow failed to convey to him the concept of administration as educational leadership.

It is not surprising, therefore, that the original concept Jones held of his job was quite narrow. Furthermore, concepts others held of his job dictated his performance. Were not others making the decisions on how Mr. Jones was to spend his time? It apparently did not occur to him that he did not have points of reference which would enable him to make wise decisions concerning the use of his time. Nor did it occur to him that, as a consequence, others were making these important decisions for him, each in terms of his own understanding of Mr. Jones's job and his own particular concern for some aspect of it.

What could Mr. Jones do under these circumstances to increase his effectiveness as a superintendent?

### **The Superintendent as a Person**

Late one night when Mr. Jones came home exhausted by the day's labors, his wife, wearied of the kind of life being forced upon her and concerned over her husband's continuous battle to keep up with the demands of his job, asked him some pointed questions: "Is your job more important to you than your family?" "Won't your present way of living soon ruin your health?" "Isn't there any way for you to control what you do?" "Are all the choices in the hands of others?" Then she asked the question which really hurt: "Is your job too difficult for you?" Mr. Jones was hard put to answer these questions satisfactorily.

To impose upon Mr. Jones the picture of the superintendency we have drawn would be a further hazard to his well-being. This picture of an evolving, ever-changing position, demanding that the individual be a constant student of society, of man and his behavior, of the school and its function, and of his own unique place in

helping to develop, organize, and administer good education is far from the realities Mr. Jones faced in his day-to-day tasks. It hardly seems necessary to point out that an essential task he faces, if as a superintendent he is to continue to grow professionally, is that of maintaining good physical, mental, and emotional health. No other foundation for professional success seems to be adequate. But obviously the very nature of the superintendency is itself a constant threat to this necessary foundation of good health. Consequently, consideration of the problem of maintaining good health seems desirable before serious consideration of the problem of achieving needed professional growth on the job.

Maintaining good physical, mental, and emotional health calls for special effort even for the preservation of the superintendent as a healthy individual, to say nothing of assuring that he do justice to his position. How can the desired level of good health be developed and maintained? No pet formulas can be offered. Because of individual differences, what suffices for one may not meet the needs of another at all, but some general suggestions may be offered.

Perhaps no one determinant of good health is more frequently overlooked than a satisfying and wholesome set of values by which the individual lives. That what one believes is a determinant of his behavior scarcely needs proof. It is clear that the source of one's ambition in life is a set of basic values which he holds, values which determine for him what is important and what is less important. Furthermore, these values will determine the methods the individual chooses in the pursuit of his goals. The fact that some men seek wealth, while other men derive their satisfactions from serving their fellow men, may illustrate the influence of values on behavior. Exploitation of people to gain one's selfish ambitions, as contrasted with helping others to develop their best abilities is another illustration. Efforts to impose one's own ideas on a group instead of thinking with the group in order to develop the best ideas is a further contrast showing the influence of values on behavior.

It is not too much to say that a superintendent of schools may be expected to hold certain philosophical dedications which may be described as regard for the dignity and worth of others, faith in democratic processes, and confidence in the problem-solving approach as the best method of achieving goals. It should be remembered that values are reflected in behavior. Sometimes lip service



is given to values while behavior actually reflects acceptance of other values.

There are no known short cuts to developing a wholesome and satisfying philosophy of life. The ministers, the psychologists, the philosophers—all have their answers to the question of what is a desirable philosophy, but each person must develop his own philosophy. There is no adequate substitute for a critical self-examination by the individual.

As a beginning, it may be desirable to determine whether one is satisfied with his life and, if not, to attempt an analysis of the reasons for his dissatisfaction. If a person is lacking in desirable security, what are the reasons? Is he unsure of his goals in life? Is he unhappy over his relationships with others? Does he sense a lack of success? Can he relate his dissatisfactions to an inadequate set of values which dictate his behavior? Can he then reconstruct his value patterns and arrive at more defensible standards of performance and choices of goals? It is at this point that help from others can be extremely valuable. The pointed questions posed by Mrs. Jones prompted her husband to try to answer these questions for himself.

This self-examination is a part of the process of attempting to achieve a reasonable understanding of one's self, an understanding which seems to be quite important in sane and healthful living. Such understanding requires an objectivity difficult indeed to achieve. Clearly defined and understood personal and professional goals are one important part of understanding one's self. Goals, of course, reflect quite clearly the philosophy an individual holds. It is also important for an individual to understand his strengths and weaknesses. His strengths can be a source of security while his weaknesses may be clues to needed improvement. Awareness of the limits of one's physical and mental endurance are likewise important. A knowledge of how one can enjoy wholesome recreation which will help to maintain a high level of productivity is likewise important. These requirements demand constant objectivity concerning one's self.

The fundamental effect a sound and consistent philosophy of living has on physical, mental, and emotional health is being supported constantly by increased knowledge about human beings and how they grow and develop. It is fairly clear now that an

adequate philosophy is an important basis for personal and professional security. Conversely, lack of intelligent and defensible referents of behavior which justify one's actions seems to breed corrosive tensions and frustrations which can threaten one's health.

Perhaps sane living habits may take on new importance in the light of this discussion. So much has been said and written along these lines that it is difficult to discuss ways of achieving the desired level of health without engaging in a mundane treatment of the obvious. If we are serious about increasing the effectiveness of the superintendency, some insistence on maintaining good health habits is needed, and some attention to ways of maintaining the needed level of health is required.

Current studies of what a superintendent is called upon to do underscore time and again the importance of allocating some time as his own to spend as he sees fit. In this way he can pursue hobbies



*Hobbies go far toward insuring good health.*



which may go far toward insuring good physical, mental, and emotional health. Furthermore, time for family life scarcely seems possible otherwise. Studies in these fields indicate that professional effectiveness may be increased tremendously thru careful attention to good health habits. In short, the individual may be more effective professionally in a shorter period of time when he expends some effort in the preservation of his own well-being.

Excesses of any kind take their toll. Undoubtedly, Mr. Jones's preoccupation with giving attention to the various calls upon his time constitutes a serious threat to his health if pursued indefinitely. Moderation in all things has long been recognized as a good health practice.

Without further belaboring the obvious, we may say that whether or not an individual seeks to maintain good health is a personal choice in some respects, but the importance of good health to the success of the superintendent makes the problem also a concern of society. The close relationship between professional success and good health would seem to make maintenance of a high level of physical, mental, and emotional health a practical responsibility of the superintendent's inservice education program.

Attention may now be directed to the more professional aspects of our problem. We shall concern ourselves next with suggestions designed to help the superintendent recognize and objectify his professional growth needs.

### **Recognizing the Need for Professional Growth**

The pointed questions Mr. Jones's wife asked him caused him to engage in a somewhat painful process of self-examination. The answers he had to make to the questions made him uncomfortable and unhappy. For the first time in his life he became highly critical of his own performance. Finally he began to search for ways to do his work more effectively and to have more choice as to how he actually spent his time. Mr. Jones was now in position to become a better superintendent, for, until he recognized the need for improvement, there was little opportunity for growth. This recognition of need was a personal matter, and no one else could be responsible for this step. Mr. Jones could act only in terms of his own perceptions and motivations.

There must be thousands and thousands of different ways for people to become motivated to go thru the processes of self-evaluation which are important to effective professional growth. Sometimes such motivation is self-generated. Frequently, it may come about thru what some other person does as a result of the impact of a situation on him. Mr. Smith, principal of the local high school, took a new lease on life in a rather strange way. For years he had moved along with little fundamental change from one school session to another and with apparent satisfaction over his professional career. (Such satisfaction is a deadly enemy to self-improvement.) Mr. Smith was what is generally known as an efficient principal altho he was sometimes inclined to settle problems by use of his authority.

As time passed, he began to feel isolated from both teachers and students. This made him even more authoritarian, and he came to make most decisions without using the problem-solving technics emphasized in this volume. Finally, the resort to more and more authority left Mr. Smith a lonely and unhappy individual supposedly at the peak of his career. His personal and professional rejection by teachers and students made a profound impact upon him. He decided that going back to school might help him.

Mr. Smith had an important reason for going back to school. The reason was not to secure a master's degree, or to obtain a higher certificate, or to secure an increase in salary. His reason was not wholly professional either, for he desperately wanted to be accepted by those with whom he worked. To make a long story short, Mr. Smith was able to find clues to his problem and suggestions for solving it. His first clues came from observing one of his professors who exemplified in his teachings respect for the individual.

For the first time in his life, Mr. Smith began to think seriously about democratic procedures because he observed his professor from day to day as he helped the class with its problems. This was the first demonstration of the effectiveness of democratic procedures Mr. Smith had witnessed. He was so impressed that he began to seek answers to his questions in the study of human behavior. During the next school year he tried some of the democratic practices which he had seen in operation.

The next summer he again chose courses which seemed to be related to his professional needs. With his problems clearly in mind



he could make appropriate adaptations of the subjectmatter to his own needs and his own situations.

Mr. Smith continued to change his methods of functioning as a principal with the result that his unhappiness began to melt away while the students and the faculty began to wonder what had come over him. They liked the change, too.

The experience of Jim Baker, superintendent of another school district, was different. He dropped in on a neighbor superintendent late one afternoon for a brief social visit. "Our schoolboard is meeting tonight," his friend said. "Why don't you stay over and sit in on the meeting? We ought to have an interesting discussion on our inservice education program." Mr. Baker was glad to accept the invitation. He had often wondered how other superintendents got along with their boards of education. Somehow he had always been uncomfortable and nervous when his board met, but he had never been able to say why.

When the board met, Mr. Baker was surprised at the friendly, informal atmosphere which prevailed. The meeting was well planned, and the discussions were on a high professional level. It was obvious that there had been previous discussions of inservice education needs and programs. The chairman of the board called on the superintendent for a report on the program for the year. The report was presented in clear and logical style. The language chosen was easily understood by the board members, and it did not make them uncomfortable because of professional terms which meant little to them.

The superintendent was objective and frank in his comments; he made no effort to bypass difficulties encountered in the program, nor did he hesitate to point out shortcomings. His report was interrupted frequently by questions and comments which he invited and patiently considered. At the conclusion of the report, the superintendent asked for further comments and any suggestions which might occur to members of the board. To Mr. Baker's great surprise, several important suggestions were advanced, each of which was carefully discussed and carefully noted by the superintendent. When the meeting formally adjourned, there were a few moments of friendly conversation before the group dispersed.

Mr. Baker was greatly impressed by the meeting. He tended to regard his board as a group with whom he matched wits. His

meetings were carefully planned, also, but he always made an effort to keep control of a discussion and to feed information to the board in terms of what he thought it needed. In short, he had never recognized that the best results come from a happy partnership between board and superintendent. On the way home that night, Mr. Baker resolved to make some changes in his method of working with his board of education.

Let us consider another case. Superintendent Wills was chairman of a discussion group scheduled as a part of the annual national convention of superintendents. He had never served in this capacity before, and the invitation pleased him very much. Preparing for the discussion group meeting was a pleasure to him. He studied the assigned subject thoroly and carefully reviewed the various suggestions for discussion group leaders which came from the national office.

By the time the convention met, Mr. Wills was thoroly in command of the subject his group was to discuss. In fact, he was so well versed in the topic that he quickly departed from the role of discussion leader and in his enthusiasm began to answer the various questions himself. Those appointed to serve on the discussion panel with him sat idly on the platform while he, as chairman, was the whole show. Their lack of enthusiasm when the meeting was over chilled him a bit. When the audience turned and filed out of the room without a single comment from anyone, he was disturbed. Finally, he was left standing alone in the room with his notes in his hand. "What happened?" he asked himself.

This question bothered Mr. Wills so much that he decided to attend another group discussion the following day to observe how its chairman performed. The session was a revelation to him. The chairman had not forgotten the instructions which he had received. He kept in the background and served simply to keep the meeting going and on the right track. There was stimulating and free discussion in which many people had a part. The atmosphere was one in which each individual felt encouraged to have his say; yet the chairman was able to prevent long speeches and to maintain an orderly train of discussion centered upon the question assigned. Mr. Wills compared his role as discussion leader with that of the person he was observing. It was possible for him to identify his mistakes quickly and to resolve firmly not to make them again.



Needling questions, a sense of failure, observing someone else do a superior job, and a sense of having botched a job are but a few of the ways by which individuals may be stimulated to recognize the need for professional improvement. As simple as these illustrations are, they show that the most difficult step in professional growth is a realistic recognition of need.

### Realistic Self-Assessment

Haphazard and chance brushes with reality which result in an awakening of an individual's awareness of professional shortcomings are important, but they hardly constitute the full basis for effective professional growth. At best, they are piecemeal and fragmentary and simply open up the need for professional improvement. Such steps are essential, but these beginnings need to be supplemented by more objective approaches.

Perhaps there is no better first step in a comprehensive self-assessment than to require of one's self a clear and concise definition of one's professional aspirations. If this definition is in terms of salary or position alone, areas of needed growth should be obvious. If aspirations are defined in terms of services to be rendered and leadership to be provided toward achievement of the goals of public education, the basis for effective self-assessment has been established. It is at this point that the basic value patterns of the individual, which have been referred to earlier, can be identified and described. The level of professional aspirations can then be determined, and an evaluation of them can be made on the basis of purposes to be served by one's profession. But without some feelings of discomfort, perhaps of the order previously described, this step will scarcely be undertaken.

The self-assessment process falls into several logical steps. Once the aspirations of an individual are clearly recognized, defined, and accepted as being defensible, the behavior of the individual in relation to these aspirations can be studied. Each professional act can be viewed on the basis of its contribution to the professional goals of the individual, and the entire pattern of professional behavior can thus be evaluated. If this comparison of behavior with aspirations results in the recognition of shortcomings and if it produces discomfort and unhappiness, aspirations may exceed

the level of performance. This is in no sense to be deplored; rather it should be encouraged, for satisfaction comes from a sense of making progress and achieving goals, rather than from simply achieving them *per se*.

At this point, it is possible for the individual to be specific concerning areas of needed improvement. Vague discomfort and disturbed feelings can be pinned down to conditions and circumstances which produce them. The superintendent can isolate specific areas where improvement is needed and can govern himself accordingly.

The self-assessment process eventually leads to the search for ways of performing or behaving which will reduce the discomfort and disturbed feelings. It is at this point that Mr. Jones may decide to go to summer school or to visit a more successful superintendent or to deliberately practice conducting a discussion group in a way which is different from his usual procedure. Thus, the effort to find better ways of performing will result in the selection of a practice or procedure which seems more promising. This practice is then tried out consciously on the job. If it is more successful than procedures previously used, the individual will recognize that progress is being made.

The final step in the process of continuous self-assessment, which seems essential to maximum professional growth, is a re-evaluation of one's behavior in the light of the practices which he has tested. Upon the basis of this reassessment the individual can then determine needed courses of action for the future. Thus, behavior may be changed and improved by calculated design.

The simple steps which have been described, if conscientiously followed, should result in an increasingly high level of performance on the part of the individual. Self-improvement is never completed. The processes described simply mean that as improvement is achieved, avenues for further improvement are opened up. It cannot be stressed too strongly that self-awareness is the first step in this process. The processes of self-improvement which have been described call into play the best of the cooperative problem-solving approach which is basic to this book.

Let us now turn to a consideration of sources of aid to the administrator in achieving the goals which we have said are essential to his maximum usefulness in the school system and in the community in which he lives.



## Effective Resources for Self-Improvement

The superintendent's desire for self-improvement provides his first essential resource. Obviously if the superintendent can see no need for self-improvement, the rigorous self-assessment and self-study which have been suggested would not be justified in his judgment. Let us assume at this point that a school superintendent recognizes his need for professional growth. What are some means thru which he can raise the level of his competency?

Allocating time for such growth and carefully protecting it for that purpose are certainly resources. However, this does not indicate that professional growth activities must be considered as being isolated from the regular work of the school administrator. In fact, day-to-day duties and responsibilities provide a laboratory for improving professional competency. This concept is also assumed in the self-assessment steps which have been outlined.

### *The Study of Real Problems*

Systematic and carefully planned study is essential and not to be isolated from day-to-day duties. For example, planning a new school building may provide a practical and functional means of inservice education. Meeting the need for a new school plant provides an excellent opportunity for exercising the cooperative problem-solving process which is an essential part of this book. The superintendent with the assistance of the schoolboard and others will define the need for a new building.

In order to define this need adequately, a variety of studies may be in order. Population studies of the community, analysis of population trends, appraisal of existing educational facilities, and a projection of the program of education which the community wishes and is willing to pay for are important steps in the cooperative planning for a new school building. The many other specific tasks involved need not be drawn out here in order to show that the challenge of building a new school provides an admirable opportunity for self-improvement.

The steps involved may seem obvious. For example, the superintendent would certainly need to gain a considerable knowledge of the methods and procedures used in population analyses. This might suggest that he call upon resources outside the school system,

or if he is looking far enough ahead, a part of a summer's program of study might be built around this problem. Indeed, an entire program of summer study might consist of getting ready to plan for this school building. In this sense, the superintendent would attend an institution of higher learning with a clearly defined problem in mind and would call upon the resources of that institution to assist him in solving that problem. He might not limit himself to simply taking formal courses. In fact, the solution of the problem would probably involve much more than attending scheduled classes.

The purpose of this book, improving instruction, serves as another illustration of how the demands of the job may be utilized as inservice education opportunities. If the school administrator becomes a part of an intensive and carefully planned program of improving instruction, the demands upon his professional competence can be identified and defined rather clearly. Each phase of this book might easily serve as a challenge to professional improvement. May we illustrate with the chapter on personnel administration for instructional improvement.

Certainly, the superintendent has already been engaged in personnel administration, but he may not have thought of it as being focused sharply upon the improvement of instruction. This new orientation may be of great significance to him, and, as a result, he may see needs for his own professional improvement in this area. The relationship of personnel policies to morale may become an interest of his. He may consult studies which indicate the nature of this relationship. These studies may be used as a basis for projecting policies designed to improve morale. In this case, the superintendent calls upon research to aid in improving his professional competence. To secure the best information on available research may suggest to him the possibility of consulting authorities in the field. This he may do by letter, by a visit, or by inviting such authorities to serve as consultants to the school system.

The major point we are trying to make is: If the superintendent is constantly aware of the opportunities that his day-to-day responsibilities provide for improving his efficiency, he will utilize these opportunities objectively thru more careful study and preparation, thru testing what he does, and thru evaluating his actions in terms of their effectiveness. The actual administration of schools has always been the laboratory for producing able superintendents. This



laboratory should be used more consciously and more carefully as a means of professional growth.

Stated in another way, problem-solving is itself the best means and, perhaps, the only sound means of professional improvement. In this connection, it may be appropriate to refer briefly to the major steps in the problem-solving method to which this book gives its allegiance. First is the careful definition of the problem or need. This step is followed by the collection, organization, and interpretation of relevant information. Upon the basis of this interpretation and analysis a solution to the problem is projected. This solution is then tested to see whether it works. The final step in the scientific problem-solving approach is a redefinition of the problem in the light of the experimental solution. Then the process is repeated.

### *Help from Resource Persons*

The place of resource persons in this process can be seen easily. Actually, resource persons are most useful when they are called upon to *assist* individuals or groups in solving problems. Sometimes help is most valuable when given in the problem-defining stages; at other times, assistance is needed most in determining relevant information, in planning or gathering this information, and in analyzing and interpreting it. The use of consultants may be of equal significance in the other stages of a scientific problem-solving approach. The major point to be stressed is that resource persons are used in terms of the interest and needs of the individual or group with whom they are working.

### *Help from Professional Associations*

Professional organizations<sup>2</sup> of educational administrators provide a splendid resource for improving professional performance. A growing body of experience provides important leads to the effectiveness of such organizations. Their value in improving professional competence seems to be directly related to the extent to which their programs reflect the professional interests and needs of the membership. These findings indicate that formal programs presented by individuals who know little or nothing of the realities

<sup>2</sup> Moore, R. Edgar. *An Appraisal of Professional Associations of School Administrators in the Southern States*. Doctor's thesis. Nashville, Tenn.: George Peabody College for Teachers, 1953.

of administration in the lives of members of the organization are of limited value.

Procedures and methods used in these organizations seem to be of great importance. Carefully planned seminars and discussion groups, where competent resource persons are used and where programs are centered upon practical problems and needs, appear to be most promising. Programs based upon actual experiences of participants in successfully handling difficult administrative problems seem equally promising.

The way the association is organized also seems to be important. For example, large associations have been broken into smaller associations serving particular areas or zones within a state. This approach has been very successful, for such organization makes possible active participation by the entire membership of a group. Statewide or regionwide meetings would then serve a somewhat different purpose. They would be based on the successful experiences of the zone meetings.

The wise use of personnel resources is also important in the success of these organizations. When personnel from institutions of higher learning, state departments of education, and intermediate school district offices are assigned on a continuing basis to consultative functions, better results seem to be the rule.

### *Help from Colleges and Universities*

Institutions of higher learning are providing more realistic opportunities for inservice education in the light of newer discoveries concerning the nature of learning. These institutions are providing more and more consultative services of a practical nature, such as those described above, in the actual laboratories where educational administration is taking place. Furthermore, they are providing more and more seminars, short courses, and other learning opportunities based upon the actual needs of school administrators and the professional competence necessary to meet these needs. Institutes on current problems and even follow-up services to individuals participating in these institutes are not unusual. This indicates a kind of emphasis on continuous inservice education which seems to be very wholesome.

Graduate institutions are beginning to direct their formal courses in administration more specifically to the realities of practical



administration and the requirements in terms of competent behavior these realities suggest for the administrator. Better teaching methods are also being stressed with emphasis on actual problem-solving rather than on the formal presentation of subjectmatter with little reference to its use.

### *State Department of Education*

Today most state departments of education define one of their major functions as providing assistance in inservice education programs for public-school personnel. Because of this responsibility they are staffed with professionally trained personnel who are assigned to work with public-school staffs who desire their assistance in improving their professional competence. The kinds of uses made of such consultants which experience shows to be most effective are indicated in the previous pages of this section of the chapter.

### *Cooperative Research*

Another promising avenue to professional growth which has come into wider use in recent years is research, particularly cooperative research. In this sense the major process emphasized in this book for the improvement of instruction becomes also a major avenue toward improving professional competence. This method is so essential to the procedures already suggested for improvement that it scarcely needs further elaboration.

### *Recapitulation*

For illustrative purposes, selections have been made from a wide variety of possible avenues to inservice education. Self-assessment under proper motivation has been set forth as the most important single avenue. Actual use of problem-solving methods in the realities of educational administration has been suggested as being of great importance, also. The use of resource persons has been stressed and the role of professional associations of school administrators has been indicated in the self-improvement process. Considerable effort has been made to show the place of graduate training, and the characteristics of the most effective graduate training have been briefly described. Most of all, it has been emphasized that real growth can take place on the job and is reflected in improving the performance of administrative tasks.

A basic assumption which underlies this chapter is that professional growth is reflected only in the change of behavior. Before people change, their behavior, beliefs, attitudes, and understandings must undergo change. This change gets at the hard core of the problem of inservice education. If no professional growth occurs except on the basis of changed beliefs, attitudes, and understanding, the thesis we have projected—that initiative lies within the individual—is sound. If our emphasis on helping the individual to help himself appears to have been too strong, it must be recalled that beliefs, attitudes, and understanding can be changed only by the individual himself. No one can change them for him. Neither can they be changed by simply telling the individual that they ought to be changed.

If the individual finds himself in situations where he is challenged to examine his beliefs, understandings, and attitudes and if he is encouraged to act in terms of the judgments he will inevitably make, he may undergo change. We have sought in this chapter simply to indicate some of the approaches which may bring to the superintendent the kind of challenge which will make him more objective about himself and more determined to develop greater competency in his job.

### Mr. Jones Achieves a New Sense of Security<sup>3</sup>

Because Mr. Jones's wife asked him some pointed questions when he was a disturbed and distraught individual, he began a process of self-study and improvement which, while fragmentary in the beginning, gradually increased in its scope and penetration. At last Mr. Jones became quite articulate about his problems and his needs. He even found it possible to describe rather objectively his shortcomings and his strengths, and he could determine in an intelligent fashion courses of action which seemed to be dictated by the outcomes of self-assessment.

In going thru these processes, Mr. Jones came to recognize that doing his job better is itself the test of professional growth. He saw that inservice education is not something to be separated from

<sup>3</sup> This section draws heavily upon: Southern States Cooperative Program in Educational Administration. *Better Teaching in School Administration. A Competency Approach to Improving Institutional Preparation Programs in Educational Administration.* Nashville, Tenn.: George Peabody College for Teachers, 1955. 279 p.



the regular job and to be taken care of in a tight little compartment, but rather that it is a part of the regular job. He came to appreciate the fact that his community and his school are the most wonderful laboratories in the world for professional growth. The environment in which he functioned daily provided the problems



*The community and the school are wonderful laboratories  
for professional growth.*

which make sense of inservice education needs. These problems indicate particular areas in which growth is needed and perhaps some of the methods which should be taken into account in meeting these needs. Finally Mr. Jones began to seek some underlying unity in the various aspects of educational administration.

### *The Place of Theory*

Heretofore, he had had no time for theory; it had seemed so impractical and so unrealistic to him, a man of action. It became clear to him that a theory of educational administration was a personal thing and closely related to his personal philosophy of life. Indeed, much of a theory of educational administration may spring from the philosophy an individual holds of life and the values which to him are most important. Elements of this philosophy, such as regard for the individual, allegiance to democratic processes, and reliance upon the scientific method of problem-solving, Mr. Jones found, were common to both personal philosophy and a theory of educational administration.

In a sense, the superintendent's theory of educational administration may be considered a projection of his personal philosophy into his professional life. This is, of course, the only way to prevent an undesirable and injurious dichotomy between personal and professional goals. Thus, Mr. Jones came to realize that all of us act in terms of some theory whether we have actually articulated it or not. He came to define theory in its simplest form as a set of values which underlie behavior. Once this definition was formulated, it became clear that theory is extremely practical. It meant to him his beliefs concerning desirable educational practice and desirable performance of justified administrative tasks.

Thus, Mr. Jones came to recognize that without a theory of educational administration, no basis whatsoever exists for making value judgments concerning good and bad administration. Furthermore, there is no value framework in terms of which decisions could be made with respect to what the superintendent should do and the method and procedures which he should use. Theory is, therefore, the fundamental basis for determining what educational administration should do, what it deals with, how it functions, and what constitute defensible administrative practices in a democratic society. Mr. Jones finally decided that a satisfactory theory of educational administration is made up of the beliefs one holds concerning the nature of individual and group life, the ideology of democracy, the purposes of public schools, and the functions of educational administration.

Mr. Jones recognized why he had been so frustrated and distraught. He simply had had no basis for discriminating between



the important and the less important tasks which fell to him. Under these circumstances, he could only yield to the greatest pressure and perform in terms of expediency. Hard and exacting experience taught Mr. Jones the importance of a well-articulated and clearly understood theory.

### *Defining Tasks*

Mr. Jones then made another important discovery. He found that a systematic and careful definition of the critical tasks of educational administration was possible within the scope and direction provided by his theory of educational administration. Indeed, this careful projection of all the critical tasks of educational administration, which could be foreseen at a given time, was a necessary step before comprehension of the total job of the superintendent was possible. Mr. Jones defined a critical task as one which must be performed if public schools are to function successfully.

For his purposes, Mr. Jones decided that there are eight critical task areas in the administration of a school system. These task areas are: instruction and curriculum development, pupil personnel, staff personnel, community-school leadership, school plant, school transportation, organization and structure, and school finance and business management. Mr. Jones found increased satisfaction in his job when he was able to relate all the aspects of administration to each other on the basis of the theory he had projected. There was no other way, as far as he knew, to develop a sense of the unity of his job. Once these tasks are understood, the superintendent's allocation of his time and energy can then follow a reasonable pattern.

### *Knowledge and Skills*

Mr. Jones made a third discovery. Heretofore, he had thought of knowledge and skills in their relation to a particular task or responsibility. But as he reflected upon the theory which he had built for himself and the eight critical task areas which grew out of the theory, he began to see the possibility of identifying, in a broader sense than ever before, the necessary knowledge, methods, and skills for effective performance of tasks. Thus, the performance of educational administration, which is the ultimate test of its

effectiveness, came to take on new meaning. For example, performance was made up of the interaction of theory, concepts of tasks, and needed knowledge, methods, and skills.

Knowledge, while necessary, was useful only in its function of influencing the performance of critical tasks. Methods and skills, likewise, found their place in the behavior of the superintendent. For the first time, Mr. Jones could see a design in which to relate knowledge, methods, and skills intelligently in the actual behavior of the superintendent on the job.

These three important steps in Mr. Jones's reorientation to the superintendency—formulation of a theory of educational administration, definition of critical tasks which are justified in terms of this theory, and the identification of needed knowledge, methods, and skills—made it possible for him to develop a criterion for determining the competence a superintendent needs.

At last Mr. Jones could appraise himself as a person and as the administrator of a school system. He attained an objectivity which he had never before approached. He was in position to experiment in a systematic way with methods and procedures for performing more effectively the critical tasks of educational administration.

In the long struggle to achieve security in his job, Mr. Jones developed a new understanding and faith in cooperative problem-solving. He recognized that in becoming a self-directing person he had achieved the most important milestone in his personal and professional life. It was not simply that he had a greater freedom of choice as to what he should do, but in making this choice he had an inner sense of satisfaction that he was making decisions on the basis of criteria which he could defend. Becoming objective about himself gave him a new sense of power, for, once strengths and weaknesses were identified, the uncertainty of poor performance and the fear of failure became less distinct.

Mr. Jones, in short, developed greater self-confidence because he could be realistic about himself and was not afraid to face his shortcomings. Strangely enough, in developing this new-found security, he also developed a greater sense of confidence in the abilities of others. It was at this point that he found himself more effective in using cooperative problem-solving technics.



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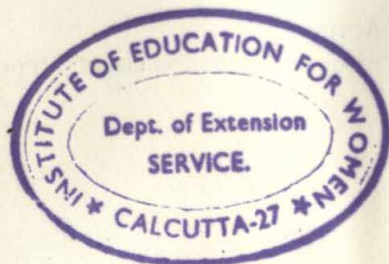
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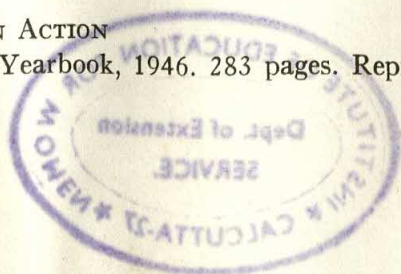
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## ARKANSAS

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- Brown, T. Walburn, B.S.'31, Univ. of Minn.; M.A.'31, Univ. of Calif.; Asst. Supt. in chg. of Sec. Sch., San Diego, Calif., since 1945.
- Brown, W. Earl, Manner's '34, Univ. of Southern Calif.; South Bay Union H. S. Dist., Redondo Beach, Calif., since 1933.
- Brown, William Bartholomew, Manner's '31, Univ. of Southern Calif.; Asst. Supt. in chg. of Personnel, Los Angeles, Calif.

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- Brownell, W. A., A.B.'17, L.L.D.'42, Allegheny Col.; A.M.'23, Ph.D.'26, Univ. of Chicago; Dean, Sch. of Educ., Univ. of Calif., Berkeley, Calif., since 1930.
- Brucker, Eugene F., Pres. of San Diego Tchrs. Assn., San Diego, Calif.
- Bryan, Paul C., A.B.'24, M.A.'25, Stanford Univ.; Ed.D.'47, Univ. of Calif.; Supt. of Sch., Albany, Calif., since 1941.
- Buchser, Emil R., A.B.'32, San Jose State Col.; Supt. of City Sch., since 1940, and Supt. of Union H. S. Dist., Santa Clara, Calif., since 1956.
- Buchser, Herman Robert, B.A.'28, San Jose State Col.; M.A.'34, Stanford Univ.; Dir., San Jose Jr. Col., San Jose, Calif., since 1956.
- Hullard, Edmond B., A.B.'40, San Jose State Col.; Dist. Supt. of Sch., Templeton, Calif., since 1950.
- Bunker, James G., M.A.'35, Univ. of Calif.; Supt. of Union H. S. Dist., Coalinga, Calif.
- Burcell, Harry J., A.B. in Ed.'47, Chico State Col. (Calif.); Dist. Supt. of Union Elem. Sch., Mt. Shasta, Calif., since 1952.
- Burke, Joseph W., B.S. in Ed.'31, M.S. in Ed.'33, Univ. of Idaho; Natl. Rep., Muscular Dystrophy Assns. of America, Inc. San Francisco, Calif., since 1954.
- Burkhard, William J., B.S.'21, M.A.'30, Univ. of Calif.; Supt. of Sch., Sacramento, Calif., since 1948.
- Burnight, Ralph F., A.B.'18, A.M.'20, Univ. of Southern Calif.; Supt., Excelsior Union H. S. Dist., since 1930, Supt. and Pres., Cerritos Jr. Col. Dist., Artesia, Calif., since 1956.
- Burrell, Clarence, B.A.'26, San Jose State Col.; M.A.'41, Stanford Univ.; Supt. of City Sch., San Leandro, Calif.
- Buswell, Guy Thomas, Ph.D.'20, Univ. of Chicago; Prof. of Educ., Univ. of Calif., Berkeley, Calif., since 1949.
- Butler, Paul C., A.B.'39, Whittier Col.; M.S. Ed.'48, Univ. of Southern Calif.; Asst. Supt. and Dir. of Bus. Affairs, Pub. Sch., Paramount, Calif.
- Butterbaugh, Wayne L., Ed.D.'55, Univ. of Southern Calif.; Supt. of Simi Valley Unified School Dist., Simi, Calif., since 1955.
- Bystrom, Theodore L., A.B.'27, M.A.'28, Univ. of Mich.; Supt. of Sch., Piedmont, Calif., since 1947.
- Cameron, Tene Campbell, A.B.'18, M.A.'28, Univ. of Calif., Berkeley; Asst. Supt. of Union Elem. Sch., Barstow, Calif., since 1949.
- Campbell, A. B., B.S.'23, M.A.'33, Univ. of Calif.; Asst. Supt. of Sch., Berkeley, Calif., since 1938.
- Campbell, Joe L., B.S.'39, Kansas State Tchrs. Col., Pittsburg; M.S.'47, Ed.D.'54, Univ. of Southern Calif.; Asst. Supt. of Sch., Downey, Calif., since 1952.
- Campion, Howard A., A.B.'23, Univ. of Calif.; M.A.'25, Ed.D.'41, Univ. of Southern Calif.; Assoc. Supt. of Sch., Los Angeles, Calif.
- Cargille, Rae Edward, A.B.'30, Univ. of Redlands; M.S. in Ed.'49, Univ. of Southern Calif.; Deputy Supt. of Union H. S. Dist., Campton, Calif., since 1953.
- Carlisle, Chester G., A.B.'38, Univ. of Calif.; M.S. in Ed.'47, Univ. of Southern Calif.; Supt. of Tamalpais Union H. S. Dist., Mill Valley, Calif., since 1953.
- Carpenter, Charles C., A.B.'27, Fresno State Col.; M.S. in Ed.'36, Ed.D.'48, Univ. of Southern Calif.; Asst. Co. Supt. of Sch. in chg. of Special Serv., Los Angeles, Calif., since 1942.
- Carson, Charles Hamilton, M.S.'43, Univ. of Southern Calif.; L.H.D.'56, Los Angeles State Col. of Applied Arts and Sci.; Supt. of Bloomfield Sch. Dist., Artesia, Calif., since 1955.
- Case, Raymond Morrow, M.A.'41, Univ. of Calif.; Dist. Supt. of Union Elem. Sch., Elk Grove, Calif., since 1946.
- Cassidy, Rosalind, B.A.'18, D.H.L.'50, Mills Col.; M.A.'23, Ed.D.'37, Tchrs. Col., Columbia Univ. Address: Women's Physical Educ. Bldg., Univ. of Calif., Los Angeles, Calif.
- Caywood, Hal D., A.B.'29, Chico State Col.; Supt. of Co. Sch., Santa Barbara, Calif., since 1946.
- Chaffey, George Perry, B.S.'39, Univ. of Calif.; Deputy Supt. of Unified Sch. Dist., Vallejo, Calif., since 1951.
- Chappell, Ivan Donald, B.S.'40, Central State Col. (Okla.); Dist. Supt. of Sch., Danville, Calif., since 1950.
- Chase, Frank M., Jr., M.S.'36, Univ. of Southern Calif.; Supt. of Oceanside-Carlsbad Union H. S. and Jr. Col., Oceanside, Calif., since 1950.
- Cherry, James C., A.B.'30, M.A.'38, Univ. of Calif.; Dist. Supt. of Sch., South San Francisco, Calif., since 1946.
- Ching, John Frederic, Ed.D.'32, Univ. of Calif.; Supt. of Sch., Salinas, Calif., since 1947.
- Clark, Edith M., B.S.'30, Univ. of Cincinnati; M.A.'35, Univ. of Southern Calif.; Asst. Supt., Div. of Extension and Higher Educ., City Sch., Los Angeles, Calif., since 1950.
- Clark, George W., B.A.'19, M.A.'36, Univ. of Calif.; Supt. of Co. Sch., Merced, Calif., since 1951.
- Cobb, Wilbur Kirkpatrick, A.B.'17, Pomona Col.; M.A. in Ed.'32, Univ. of Southern Calif.; Supt. of City Sch., Woodland, Calif., since 1952.
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- Collins, Margaret, Supt., Pinole-Hercules Union Elem. Sch. Dist., Pinole, Calif., since 1944.
- \*Compton, John L., A.B.'25, Whittier Col.; M.A.'29, Univ. of Southern Calif.; Supt. of Sch., Bakersfield, Calif., since 1940.
- Conner, Jay Davis, A.B.'28, San Diego State Col.; M.A.'30, Stanford Univ.; Ed.D.'46, Univ. of Southern Calif.; Assoc. Supt. and Chief, Div. of Instr., State Dept. of Educ., Sacramento, Calif., since 1948.
- Cook, L. T., M.A.'39, Stanford Univ.; Prin. and Dist. Supt. of Sierra Joint Union H.S., Tollhouse, Calif., since 1948.



- Cook, Owen James, B.A.'40, Univ. of Utah; M.A.'46, Ph.D.'55, Univ. of Calif.; Asst. Supt. in chg. of Bus., Mt. Diablo Unified Sch. Dist., Concord, Calif., since 1949.
- Cook, Paul W., A.B.'32, Dartmouth Col.; M.S.Ed.'51, Univ. of Southern Calif.; Supt. of City Elem. Sch., Anaheim, Calif., since 1951.
- Corey, Arthur F., A.B.'24, Whittier Col.; A.M.'32, Univ. of Southern Calif.; L.L.D.'49, La Verne Col.; State Exec. Secy., Calif. Tchrs. Assn., San Francisco, Calif., since 1947.
- Cornick, Homer Henry, A.B.'20, M.A.'22, Univ. of Calif., Berkeley; Prin., Unified Sch. Dist., Beverly Hills, Calif., since 1956.
- Corson, James Hunt, A.B.'27, Ped.D.'48, Col. of the Pacific; M.S. in Ed.'36, Univ. of Southern Calif.; Supt. of Sch., Modesto, Calif.
- Coss, Joe Glenn, B.A.'28, Univ. of Calif.; M.S. in Ed.'41, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Downey, Calif., since 1946.
- Cowan, James R., A.B.'37, Chico State Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Ed.D.'52, Univ. of Calif.; Supt. of Arcade Elem. Sch. Dist., Sacramento, Calif., since 1939.
- Cowan, William A., A.B.'34, San Jose State Col.; M.A.'39, Ed.D.'50, Stanford Univ.; Assoc. Prof. of Educ., San Francisco State Col., San Francisco, Calif., since 1946.
- Crabb, Paul E., A.B.'26, M.A.'33, Stanford Univ.; Supt. of Sch., Vallejo, Calif., since 1951.
- Cralle, Jefferson, M.A.'24, Univ. of Calif.; Dist. Supt. and Prin. of John Sweet Union H. S., Crockett, Calif., since 1942.
- Cralle, Robert E., A.B.'22, M.A.'26, Univ. of Calif., Berkeley; Ed.D.'44, Univ. of Southern Calif.; Exec. Secy., Calif. Assn. of Sch. Admin., Arcadia, Calif., since 1952.
- Crandall, Earle P., A.B.'27, Col. of the Pacific; A.M.'42, Ed.D.'46, Stanford Univ.; Supt. of Unified Sch. Dist., San Jose, Calif., since 1951.
- Crawford, Bruce M., A.B.'34, M.S.'37, Univ. of Southern Calif.; Supt. of Richmond Elem. Sch. Dist., Shafter, Calif.
- Crawford, Lynn H., A.B. and M.A.'25, Stanford Univ.; Supt. of Sch., Santa Ana, Calif., since 1946.
- Critser, Loren A., A.B.'29, M.A.'46, Univ. of Calif.; Supt. and Prin., Union H. S. Dist., Los Gatos, Calif., since 1956.
- Critser, Porter L., A.B.'28, San Jose State Col.; Dist. Supt. of Hayfork Valley Union Sch. Dist., Hayfork, Calif., since 1951.
- Croad, J. R., A.B.'28, Chico State Col.; M.A.'29, Stanford Univ.; Supt. of Sch., Burbank, Calif.
- Crooke, Charles R., A.B.'33, San Jose State Col.; A.M.'35, Stanford Univ.; Dist. Supt. of Sch., Union H. S., Mountain View, Calif., since 1936.
- Crossley, John B., A.B.'29, Pomona Col.; M.A.'40, Claremont Col.; Litt.D.'45, Howard Univ.; Ed.D.'50, Univ. of Calif., Los Angeles; Supt. of Union H. S. Dist., Ventura, Calif., since 1950.
- Cunliff, Donald Dale, B.S.'23, Ga. Inst. of Tech.; M.S. in Ed.'48, Univ. of Southern Calif.; Deputy Bus. Mgr., City Sch., Los Angeles, Calif., since 1955.
- Cunliffe, James William, B.A.'33, Pomona Col.; M.A.'40, Claremont Grad. Sch.; Admin. Asst., City Sch., Claremont, Calif., since 1955.
- Curtis, James E., B.S.'28, Univ. of Minn.; M.S.'32, Univ. of Wis.; Ed.D.'48, Univ. of Calif.; Prof. of Educ., San Jose State Col., San Jose, Calif., since 1950.
- Dailard, Ralph C., A.B.'28, Nebr. State Tchrs. Col.; A.M.'36, Univ. of Nebr.; Ph.D. 39, Columbia Univ.; Supt. of Sch., San Diego, Calif., since 1954.
- Dale, Edgar William, Member, Bd. of Trustees, Contra Costa County Jr. Col., Richmond, Calif., since 1954.
- Dann, Erwin A., B.S., Oregon State Col.; M.S., Univ. of Southern Calif.; Asst. Supt. of Sch. in chg. of Sec. Educ., Fresno, Calif., since 1947.
- Darby, Francis C., A.B.'31, Pomona Col.; M.Ed.'40, Univ. of Oregon; Asst. Supt. in chg. of Bus. Serv., Co. Sch., San Diego, Calif., since 1946.
- Darby, Harold E., A.B.'36, Chico State Col.; M.S.'40, Univ. of Southern Calif.; Los Angeles; Prin., Sunnysbrae Sch., San Mateo, Calif., since 1950.
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- Demaree, Paul Holland, A.B.'17, Ky. Wesleyan Col.; M.A.'35, Univ. of Southern Calif.; Supt. of Union H. S. Dist., Anaheim, Calif., since 1941.
- Denison, Alan M., A.B.'39, Col. of the Pacific; Supt., Tuolumne Co. Sch., Sonoma, Calif., since 1943.
- Denlay, Raymond E., A.B.'30, Chico State Col.; M.A.'39, Stanford Univ.; Dist. Supt. of Elem. Sch., Santa Paula, Calif., since 1942.
- \*Dennis, Cyril Eugene, B.A.'48, Northern Idaho Col. of Educ.; M.A.'50, State Col. of Wash.; Ed.D.'54, Univ. of Wyo.; Staff Member, City Sch., Eureka, Calif., since 1954.
- Dent, James W., A.B.'29, M.A.'37, Univ. of Calif.; Supt. of Mt. Diablo Unified Sch. Dist., Concord, Calif., since 1948.
- Dice, Norvell R., A.B.'28, Santa Barbara Col.; M.S.'33, Ed.D.'50, Univ. of Southern Calif.; Dist. Supt. of Sch., Arcadia, Calif., since 1948.
- Dickerson, Elizabeth, A.B.'32, Whittier Col.; M.A.'40, Univ. of Calif.; Dist. Supt. of Elem. Sch., Cypress, Calif., since 1947.
- Dickey, Levi H., B.A.'26, La Verne Col.; M.A.'28, Univ. of Southern Calif.; Dist. Supt. of Sch., Chino, Calif., since 1945.
- Dieckmann, Werner Charles, Ed.D.'55, Tchrs. Col., Columbia Univ.; Asst. Supt. of Co. Sch., San Diego, Calif., since 1955.
- Dixon, M. Ted, A.B.'42, Col. of Idaho; M.S.Ed.'51, Univ. of Idaho; Ed.D.'53, Stanford Univ.; Assoc. Supt. in chg. of Special Serv., La Mesa-Spring Valley Sch. Dist., La Mesa, Calif., since 1954.

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- Drag, Francis L., B.A.'29, Chicago Tchrs. Col.; M.A.'42, Ed.D.'46, Stanford Univ.; Basic Educ. Specialist, U.S.H.O.M., Internat. Cooperation Admin., A.P.O. 928, c/o Postmaster, San Francisco, Calif., since 1955.
- Drake, E. Maylon, B.S.'51, M.S. Ed.'55, Univ. of Southern Calif.; Dist. Supt. of Sch., Duarte, Calif., since 1954.
- Dredla, Alberta Mary, A.B., Doane Col.; Pres., Los Angeles H. S. Tchrs. Assn., Los Angeles, Calif.
- Dreier, (Mrs.) Grace M., B.S. in Ed.'32, Univ. of Southern Calif.; Asst. Supt. of Sch., Los Angeles, Calif.
- Egan, Ardis G., M.A.'52, Stanford Univ.; Dist. Supt. of Elem. Sch., Los Altos, Calif., since 1943.
- Ehret, Paul D., A.B.'38, Univ. of Calif.; Supt. of Elem. Sch., San Lorenzo, Calif., since 1948.
- Eifert, Harold J., A.B.'34, M.A.'49, Univ. of Calif.; Asst. Supt. of Sch. in chg. of Educ. Serv., Unified Sch. Dist., Alameda, Calif., since 1952.
- Elliott, Robert Thomas, A.B.'34, San Jose State Col.; M.A.'38, Univ. of Calif.; Asst. Supt. of Sec. Sch., Modesto, Calif., since 1947.
- Ellis, Daniel Russell, B.S.'39, Northeast Mo. State Tchrs. Col.; M.A.'53, Univ. of Southern Calif.; Asst. Supt. in chg. of Bus., Unified Sch. Dist., San Marino, Calif., since 1952.
- Engvall, Willard R., Supt. of Elem. Sch., San Bruno, Calif.
- Ennis, (Mrs.) Jennie B., A.B.'29, Univ. of Calif., Berkeley; Prin., Bryant Elem. Sch., Riverside, Calif., since 1954.
- Epler, Stephen Edward, B.A.'32, Cotner Col.; M.A.'33, Univ. of Nebr.; Ph.D.'43, Columbia Univ.; Dist. Supt. of Joint Union H. S. Dist. and Prin. of Reedley Col., Reedley, Calif., since 1955.
- Erickson, Leonard C., B.S.'32, Univ. of Minn.; M.S.'48, Univ. of Southern Calif.; Asst. Supt. and Bus. Mgr., City Sch., Compton, Calif., since 1948.
- Evans, Edward Manfred, Bachelor's '17, Univ. of Southern Calif.; Asst. Supt. in chg. of Adult Educ., Pub. Sch., Los Angeles, Calif., since 1953.
- Evans, I. J., B.S.'40, M.S.'46, Okla. A. & M. Col.; Dist. Supt., Owens Valley Unified Sch., Independence, Calif., since 1954.
- Everly, Roger B., A.B.'37, Univ. of Calif., Los Angeles; M.S. in Ed.'46, Ed.D.'55, Univ. of Southern Calif.; Supt. of City Sch., Chico, Calif., since 1956.
- Farmer, Richard E., A.B.'49, Occidental Col.; Dist. Supt. of Sch., La Canada, Calif., since 1950.
- Farquar, W. Harold, M.A.'48, Univ. of Calif., Berkeley; Dist. Supt. of Southern Humboldt Unified Sch. Dist., Miranda, Calif., since 1948.
- Fawcett, Claude W., A.B.'33, Southwest Mo. State Tchrs. Col.; Ph.D.'43, Yale Univ.; Educ. Dir., Western Div., Natl. Assoc. of Manufacturers, Palo Alto, Calif.
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- Fischer, Robert Joseph, M.S. in Ed.'49, Univ. of Southern Calif.; Asst. Supt. of Educ. Serv., City Sch. Dist., Norwalk, Calif., since 1954.
- Fisher, Raymond J., A.B.'20, Univ. of Nebr.; Dist. Supt., Union Elem. Sch., Los Gatos, Calif., since 1928.
- Flamson, George H., A.B.'18, Park Col.; M.S.'21, Pa. State Col.; Supt. of Sch., Paso Robles, Calif., since 1945.
- Fontes, (Mrs.) Eleanor, A.B.'31, San Francisco State Col.; M.A.'49, Stanford Univ.; Supt. of Union Elem. Sch. Dist., Freedom, Calif., since 1946.
- Forry, Kenneth Miles, A.B.'33, M.A.'38, Univ. of Calif.; Supt. of Fairfax-Kentfield-San Anselmo Sch. Dist., San Anselmo, Calif., since 1952.
- Fox, Rollin Clay, A.B.'28, Univ. of Ala.; M.A.'34, Tchrs. Col., Columbia Univ.; Ed.D.'46, Univ. of Calif., Los Angeles; Dir. of Educ. Admin., Col. of the Pacific, Stockton, Calif., since 1955.
- Freeman, Sherman H., B.S. in Agrl.'27, Oregon State Col.; M.S. in Ed.'34, Univ. of Southern Calif.; Ed.D.'51, Univ. of Calif., Los Angeles; Dist. Supt. of Sch., Artesia, Calif., since 1954.
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- Fugate, Ben Fred, A.B.'37, Ed.M.'37, Univ. of Okla.; Dist. Supt. of Elem. Sch., Oceanside, Calif., since 1951.
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- Gansberg, Lucille, M.Ed.'48, Mills Col. (Calif.); Supt. of Lassen Co. Sch., Susanville, Calif., since 1951.
- Garner, Jefferson Lausen, Ed.D.'48, Univ. of Southern Calif.; Supt., Centinela Valley Union H. S. Dist., Hawthorne, Calif., since 1954.
- Garrison, Elra Gell, B.S.'20, M.S.'28, Univ. of Calif., Berkeley; Asst. Supt. of Oceanside-Libby Union Elem. Sch. Dist., Oceanside, Calif.
- Geary, Richard Norman, B.A.'47, San Jose State Col.; Dist. Supt. and Prin., Union H. S., Le Grand, Calif., since 1954.
- Geyer, George H., A.B.'27, Pomona Col.; A.M.'30, Univ. of Calif.; Ed.D.'40, Tchrs. Col., Columbia Univ.; Assoc. Supt. of Unified Sch. Dist., San Diego, Calif., since 1954.
- Gibson, Charles D., Supvg. Field Rep., Sch. Planning, State Dept. of Educ., Los Angeles, Calif., since 1944.
- Gibson, W. Norman, A.B.'28, Univ. of Calif.; Mgr., Western Div., D. C. Heath and Co., San Francisco, Calif., since 1955.



- Gillingham, Robert Cameron, B.A.'21, M.A. '22, Pomona Col.; Ph.D.'49, Univ. of Southern Calif.; Chmn., Social Science Dept., Compton Jr. Col., Compton, Calif., since 1936.
- Glass, Sidney L., A.B.'30, Fresno State Col.; M.S.'36, Univ. of Southern Calif.; Asst. Supt. of Co. Sch., Fresno, Calif., since 1946.
- Glover, Howard S., B.A.'37, La Verne Col.; Elem. Adm.'39, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Earlimart, Calif., since 1939.
- Goodwill, Glen T., B.A.'29, L.H.D.'50, Univ. of Redlands; M.A.'38, Univ. of Southern Calif.; Supt. of Unified Sch. Dist., Santa Monica, Calif., since 1956.
- Goold, J. Vernon, A.B.'20, Stanford Univ.; Dist. Supt., Wash. Union H. S., Centerville, Calif., since 1942.
- Goulard, Stanley Ellsworth, A.B.'34, Univ. of Calif.; M.A.'39, Univ. of Southern Calif.; Asst. Dist. Supt. of Arcade Elem. Sch., Sacramento, Calif., since 1947.
- Gray, C. Delmar, A.B.'31, State Col. of Wash.; M.A.'34, Claremont Col.; Dist. Supt. of Elem. Sch., Escondido, Calif., since 1934.
- Gray, Robert Francis, B.A.'33, Univ. of Calif., Los Angeles; M.A.'34, Univ. of Southern Calif.; Asst. Supt. of Sch., Alhambra, Calif., since 1954.
- Greene, Charles Emmett, A.B.'10, A.M.'11, LL.D.'42, Univ. of Denver; A.M.'19, Tchrs. Col., Columbia Univ.; Lecturer in Educ., Sacramento State Col., Sacramento, Calif., since 1954.
- Gresham, Olin Russell, A.B.'27, William Jewell Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Supt., Imperial Co. Sch., El Centro, Calif., since 1954.
- Gribble, (Mrs.) Viola Faye, B.E.'25, Univ. of Calif., Los Angeles; M.A.'55, Univ. of Southern Calif.; Dist. Supt. of Mountain View Sch., Bakersfield, Calif., since 1943.
- Gridley, (Mrs.) Louise Beyer, B.S., Coe Col.; M.A., Univ. of Calif.; Exec. Secy., Bay Section, Calif. Tchrs. Assn., Burlingame, Calif., since 1951.
- Grieder, Theodore G., M.A.'28, State Univ. of Iowa; Asst. Supt. of Sch., Fontana, Calif., since 1950.
- Grindstaff, Leonard Lee, A.B.'34, East Central State Col. (Okla.); M.A.'38, Univ. of Okla.; Ed.D.'45, Stanford Univ.; Asst. Supt. in chg. of Instr., Co. Sch., Riverside, Calif., since 1956.
- Gulick, Frank M., Asst. Supt. of Sch., Ventura, Calif.
- Gunn, Henry M., B.S.'29, M.A.'31, Univ. of Oregon; Ed.D.'40, Stanford Univ.; Supt. of Sch., Palo Alto, Calif., since 1950.
- Hague, Joseph George, B.S. in Ed.'41, Ohio Univ.; A.M.'46, Ohio State Univ.; Ed.D.'54, Univ. of Southern Calif.; Dist. Supt. of Sch., Saticoy, Calif., since 1955.
- \*Hall, George V., B.S.'31, M.A.'34, Univ. of Minn.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Asst. Supt. in chg. of Instr., Pub. Sch., San Diego, Calif., since 1952.
- Hall, Wallace Worthy, A.B.'31, B.S. in Ed.'31, Ohio State Univ.; M.A.'32, Col. of the Pacific; Ph.D.'36, Univ. of Calif., Berkeley; Supt., Marin Co. Sch., San Rafael, Calif., since 1951.
- Hamilton, DeForest S., A.B.'36, Fresno State Col.; M.A.'50, Univ. of Calif., Berkeley; Supt. of Sonoma Co. Sch., Santa Rosa, Calif., since 1955.
- Hamm, Hal W., M.A.'30, Colo. State Col. of Educ.; Prin. and Dist. Supt., Santa Ynez Valley Union H. S., Santa Ynez, Calif., since 1944.
- Hammarsten, Harold G., M.S. in Ed.'52, M.E. in Ed.'54, Univ. of Southern Calif.; Dist. Supt., Union Elem. Sch., Bishop, Calif., since 1952.
- \*Hanna, Paul Robert, B.A.'24, D.Ped.'39, Hamline Univ.; A.M.'25, Ph.D.'29, Columbia Univ.; Lee L. Jacks Prof. of Child Educ., Stanford Univ., Stanford, Calif., since 1954.
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- \*Hardesty, Cecil D., A.B.'28, Kansas Wesleyan Univ.; M.A. in Ed.'32, Ed.D.'33, Univ. of Southern Calif.; Supt. of Co. Sch., San Diego, Calif., since 1950.
- Harmer, Ralph L., A.B.'27, M.A.'29, Colo. State Col. of Educ.; Supt., Plumas Unified Sch. Dist., Quincy, Calif., since 1943.
- Harper, Laurence, A.B.'26, Univ. of Calif.; Dist. Supt. of Sch., South Pasadena, Calif., since 1946.
- Harris, Ben M., A.B.'48, M.Ed.'51, Univ. of Calif., Los Angeles; Dir. of Curriculum, Lafayette Sch. Dist., Lafayette, Calif., since 1954.
- Hart, Leo Brown, M.A.'25, Univ. of Ariz.; Dist. Supt. of Ponderam Union Elem. Sch. Dist., Ponderam, Calif., since 1949.
- Haserot, David L., B.S.'50, Univ. of Southern Calif.; M.A.'55, Los Angeles State Col. of Applied Arts and Sciences; Vice-prin. of Beverly Vista Sch., Beverly Hills, Calif., since 1955.
- Hassinger, Jack Hamilton, M.S.'55, Univ. of Southern Calif.; Asst. Prof. of Educ., Bakersfield Col., Bakersfield, Calif., since 1956.
- Hatch, H. Thurston, A.B.'22, Western State Col. of Colo.; M.A.'30, Ed.D.'49, Univ. of Calif., Berkeley; Prof. of Educ., Chico State Col., Chico, Calif., since 1956.
- Haworth, Charles Edwin, A.B.'28, William Penn Col.; M.A.'33, State Univ. of Iowa; Ed.D.'54, Univ. of Calif., Berkeley; Supt. of City Sch., Pittsburg, Calif., since 1949.
- Heffernan, Helen, B.A.'24, M.A.'25, Univ. of Calif.; Chief, Bureau of Elem. Educ., Sacramento, Calif., since 1953.
- Heisner, H. Fred, A.B.'29, Univ. of Redlands; M.A.'32, Ed.D.'47, Univ. of Southern Calif.; Supt. of Sch., Redlands, Calif., since 1954.
- Hemphill, Franklin C., A.B.'22, Colo. State Col. of Educ.; M.A.'33, Univ. of Southern Calif.; Supt., Union H. S. Dist., Compton, Calif., since 1953.
- Henderson, Ronald C., B.S.'38, Univ. of Ariz.; M.S.'50, Univ. of Southern Calif.; Supt. of Sch., Willowbrook, Calif., since 1953.
- Herman, Albert A., B.S. in C.E.'25, M.S. in Ed.'37, Univ. of Southern Calif.; Dist. Supt., Nordhoff Univ. Elem. Sch., Ojai, Calif., since 1942.
- Hilburn, Robert F., A.B.'40, Ariz. State Col.; M.S.'49, Ed.D.'53, Univ. of Southern Calif.; Supt. of Union Sch. Dist., Barstow, Calif., since 1956.

# CALIFORNIA

- Hildreth, Elon Earl, Ph.D.'50, Univ. of Southern Calif.; Dist. Supt. and Pres., San Mateo Jr. Col., San Mateo, Calif., since 1952.
- Hill, (Mrs.) Margaret Ford, B.A.'39, Santa Barbara Col., Univ. of Calif.; Tchr., Lincoln Sch., Santa Barbara, Calif., since 1947.
- Hoff, Arthur Gerhard, B.S.'28, Wis. State Col., Superior; M.A.'31, State Univ. of Iowa; Ph.D.'38, Univ. of Minn.; Asst. Supt. in chg. of Finance, Chaffey Jr. Col. and H. S. Dist., Ontario, Calif., since 1955.
- Holbrook, C. Ray, B.A.'19, M.A.'22, Univ. of Wash.; Ed.D.'39, Stanford Univ.; Admin. Consultant, Kern Co. Sch., Bakersfield, Calif., since 1950.
- Hollis, Virgil Sydney, A.B.'39, Humboldt State Col.; M.A.'48, Univ. of Calif., Berkeley; Ed.D.'52, Stanford Univ.; Supt. of Sierra-Plumas Unified Sch. Dist., since 1952, and Supt. of Sierra Co. Sch., Loyalton, Calif., since 1953.
- Holstein, Walter E., A.B.'25, M.A.'31, Univ. of Southern Calif.; Prin., Phineas Banning Evening H.S., Los Angeles, and Supv. Prin., Day Adult Classes, Los Angeles Harbor Area, Wilmington, Calif., since 1933.
- \*Holy, Thomas Celestine, A.B.'19, Des Moines Univ.; A.M.'22, Ph.D.'24, State Univ. of Iowa; Special Consultant in Higher Educ., Univ. of Calif., Berkeley, Calif., since 1952.
- Hornfeld, Melville J., Dist. Supt. of Elem. Sch., Menlo Park, Calif., since 1947.
- Hood, Harvey R., B.S.'37, Mont. State Col.; M.A.'47, Ed.D.'53, Stanford Univ.; Dist. Supt. of Sch., Madera, Calif., since 1951.
- Hood, Jasper Eugene, B.S.'48, Murray State Col.; M.A.'52, Ed.S.'56, George Peabody Col. for Tchrs.; Bus. Educ. Tchr., Van Nuys, Calif., since 1956.
- Hopkins, Frank O., B.S. in Ed.'32, M.S. in Ed.'46, Univ. of Southern Calif.; Supt., Brea-Olinda Union H.S. Dist., Brea, Calif., since 1946.
- Hopkins, William Henry, Sr., B.A.'37, M. Ed.'47, Univ. of Southern Calif.; Bd. Member, Lowell Joint Sch. Dist., Whittier, Calif., since 1949.
- Howard, Arthur Winfred, Ph.B.'26, Univ. of Chicago; M.S. in Ed.'36, Northwestern Univ.; Dir. of Educ., Butte Co. Sch., Oroville, Calif., since 1955.
- Howsam, Robert B., B.Ed.'48, M.Ed.'50, Univ. of Saskatchewan, Saskatoon, Sask., Canada; Ed.D.'56, Univ. of Calif.; Asst. Prof. of Educ., Sch. of Educ., Univ. of Calif., Berkeley, Calif., since 1956.
- Hubbard, O. S., Supt. of Santa Clara Co. Sch., San Jose, Calif.
- Hull, J. Henrich, A.B.'30, Univ. of Redlands; M.A.'32, Colo. State Col. of Educ.; Ed.D.'49, Univ. of Southern Calif.; Supt. of Unified Sch. Dist., Torrance, Calif., since 1947.
- Hull, Osman R., B.S.'13, M.S.'14, Ph.D.'25, Univ. of Calif.; Prof. of Educ. Admin., Univ. of Southern Calif., Los Angeles, Calif., since 1924.
- Huntsman, A. Blaine, B.S.'36, Brigham Young Univ.; M.A.'51, Ed.D.'52, Stanford Univ.; Asst. Supt. of Sch., Los Altos, Calif., since 1952.
- Hurlburt, Edwin N., B.S.'29, Western Mich. Col. of Educ.; M.A.'46, Claremont Grad. Sch.; Dist. Supt. of Union Elem. Sch., Soledad, Calif., since 1949.
- Hutchens, Jens H., A.B.'34, San Diego State Col.; M.S. in Ed.'39, Univ. of Southern Calif.; Ed.D.'50, Univ. of Calif., Los Angeles; Dist. Supt. of Cajon Valley Union Sch., El Cajon, Calif., since 1955.
- Ingalls, Rosco C., A.B.'09, LL.D.'38, McPherson Col.; A.M.'11, Univ. of Kansas; H.H.D.'42, Col. of Osteopathic Physicians and Surgeons; Pres., East Los Angeles Jr. Col., Los Angeles, Calif., 1945-55 (retired). Address: 724 North Electric Ave., Alhambra, Calif.
- Ingles, Edwin Thomas, A.B.'29, Pacific Univ.; M.A.'35, Ed.D.'47, Univ. of Oregon; Dean of Instr., Modesto Jr. Col., Modesto, Calif., since 1955.
- Ingraham, J. Roland, Jr., A.B.'39, Chico State Col.; M.A.'49, Ed.D.'53, Stanford Univ.; Assoc. Supt. of Sch., Inglewood, Calif., since 1953.
- Irwin, Harvey Sherwood, E.E.'32, Heald Engr. Col.; A.B.'33, Ariz. State Col., Flagstaff; Dist. Supt. of Victor Sch., Victorville, Calif., since 1941.
- Jack, Walter A., A.B.'37, Humboldt State Col.; M.A.'41, Stanford Univ.; Supt., Elem. Sch. Dist., San Mateo, Calif., since 1946.
- Jackson, Lowell D., A.B.'48, M.S.'49, Univ. of Southern Calif.; Supt., Morongo Elem. Sch. Dist., Twentynine Palms, Calif., since 1951.
- Jacobsen, Einar William, B.A.'16, M.A.'23, Univ. of Calif., Berkeley; Ph.D.'30, Columbia Univ.; Visiting Prof. of Educ., Univ. of Calif., Los Angeles, Calif., since 1956.
- Jacobson, Lawrence, A.B.'34, Fresno State Col.; Supt. of Beardsley Elem. Sch. Dist., Bakersfield, Calif., since 1936.
- Jacobus, Gerald L., A.B.'30, San Jose State Col.; M.A.'45, Stanford Univ.; Supt. of Kings Co. Sch., Hanford, Calif., since 1942.
- Jarvis, Ellis Adams, A.B.'23, Univ. of Calif., Berkeley; M.S.'35, Univ. of Southern Calif.; Deputy Supt. of City Sch., Los Angeles, Calif., since 1955.
- Jaster, Vincent E., M.S.'36, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Brea, Calif., since 1943.
- Jensen, Gerald L., B.A.'29, Univ. of Utah; M.A.'30, Univ. of Oregon; Ed.D.'49, Stanford Univ.; Consultant, Educ. Center, El Centro, Calif., since 1956.
- Jensen, Harry T., B.S.Ed.'25, Genl. Beadle State Tchrs. Col. (S. Dak.); M.S.'30, Univ. of Minn.; Ed.D.'41, Stanford Univ.; Prof. of Educ., San Jose State Col., San Jose, Calif., since 1940.
- Johnson, Arthur R., A.B.'47, Pasadena Col.; M.S. in Ed.'50, Univ. of Southern Calif.; Dist. Supt. of Sch., Pixley, Calif., since 1954.
- Johnson, Harold W., B.S.'23, Oregon State Col.; M.A.'32, Univ. of Calif.; Supt. of Emery Unified Sch. Dist., Emeryville, Calif., since 1952.
- Johnson, Leighton Henry, A.B.'36, M.A.'49, Ph.D.'51, Univ. of Calif., Berkeley; Assoc. Prof. of Educ., San Francisco State Col., San Francisco, Calif., since 1956.



- Johnson, Lloyd G., A.B.'30, Chico State Col.; Supt. of Co. Sch., Colusa, Calif., since 1950.
- Johnson, Loaz W., A.B.'28, N. Mex. State Tchrs. Col.; M.A.'31, Univ. of Wyo.; Ed. D.'38, Univ. of Calif.; Coordinator of Curriculum, Oroville, Calif., since 1939.
- Johnson, Ray W., A.B.'27, Col. of Emporia; M.S.Ed.'40, Ed.D.'52, Univ. of Southern Calif.; Supt. of Co. Sch., Riverside, Calif., since 1950.
- Johnston, Eugene M., A.B.'23, Univ. of Dubuque; M.A.'37, Univ. of Southern Calif.; Supt., Union H.S. Dist., Taft, Calif., since 1944.
- Jones, Bolton, M.S. in Ed.'49, Univ. of Southern Calif.; Supt., Gallatin Sch. Dist., Downey, Calif., since 1955.
- Jones, D. Lorne, A.B.'47, Atlantic Union Col.; M.A.'56, Mich. State Univ.; Music Co-ordinator, Southern Calif. Conference of Seventh-day Adventists, Educ. Dept., Glendale, Calif., since 1956.
- Jones, L. L., A.B.'33, Pomona Col.; M.A.'40, Claremont Grad. Sch.; Supt. of Sch., Watsonville, Calif., since 1948.
- Joyner, Schuyler C., Ed.D.'41, Univ. of Southern Calif.; Bus. Mgr., City Bd. of Educ., Los Angeles, Calif., since 1955.
- Keenan, (Mrs.) Ethel, B.S. in Ed.'40, Univ. of Southern Calif.; Supt. of Bassett Elem. Sch. Dist., Puente, Calif., 1932-56. Address: 4337 Huddart Ave., El Monte, Calif.
- Keith, Lowell G., B.S.'35, Southwest Mo. State Col.; M.E.'40, Univ. of Mo.; Ed.D.'53, Univ. of Colo.; Head, Dept. of Elem. Educ., San Jose State Col., San Jose, Calif., since 1956.
- Kellett, Kenneth C., B.Ed.'32, Wis. State Col., Superior; M.A.'38, Univ. of Minn.; Prin. of Warner Union Sch. Dist., Warner Springs, Calif., since 1952.
- Kelly, Robert E., M.S. in Ed.'37, Univ. of Southern Calif.; Assoc. Supt., Div. of Sec. Educ., City Sch., Los Angeles, Calif., since 1955.
- Kemp, Charles B., B.A.'35, Whittier Col.; M.S. in Ed.'40, Univ. of Southern Calif.; Dir. of Special Serv., Unified Sch. Dist., Montebello, Calif., since 1951.
- Kendall, Glenn, A.B.'25, Western Ky. State Tchrs. Col.; M.A.'31, Univ. of Ky.; Ed. D.'41, Tchrs. Col., Columbia Univ.; Pres., Chico State Col., Chico, Calif., since 1950.
- Kenney, Charles Francis, B.S.'39, Univ. of San Francisco; M.A.'47, Univ. of Calif., Berkeley; Dist. Supt. of Sch., Mt. Eden, Calif., since 1955.
- Kent, J. Russell, Ed.D.'54, Stanford Univ.; Asst. to the Supt., Hillsborough Sch. Dist., Burlingame, Calif., since 1951.
- Kibby, George M., A.B.'34, M.A.'42, Univ. of Calif.; Dist. Supt. of Sch., Corona, Calif., since 1948.
- Kibby, Harold V., A.B.'37, San Jose State Col.; M.S.'42, Univ. of Southern Calif.; Supt., Unified Sch. Dist., Orange, Calif., since 1953.
- Kitch, Donald Edmund, A.B.'27, Southwestern Col.; M.A.'32, Northwestern Univ.; Chief, Supplemental Educ. Serv., State Dept. of Educ., Sacramento, Calif., since 1954.
- Knapp, Roy Alexander, B.S.'23, D.Ed.'54, Huron Col.; M.A.'33, Claremont Col.; Dist. Supt., Antelope Valley Joint Union H. S., Lancaster, Calif., since 1934.
- Knoll, Arthur A., Asst. Supt. of Sch., Long Beach, Calif.
- Knowles, Willard B., B.S.'24, Utah State Agr. Col.; Supt. of Sch., Martinez, Calif., since 1950.
- Kramer, Carlisle H., A.B.'40, San Jose State Col.; M.A.'41, Ed.D.'53, Stanford Univ.; Supt. of Hillsborough Elem. Sch. Dist., Hillsborough, Burlingame, Calif., since 1951.
- Kranz, Charles Thaysen, M.A.'47, Univ. of Southern Calif.; Dist. Supt., Mountain View Sch., El Monte, Calif., since 1943.
- Kratt, Edwin C., A.B.'24, Linfield Col.; M.A.'29, Stanford Univ.; Supt. of Sch., Fresno, Calif., since 1944.
- Kratt, William E., A.B.'27, L.L.D.'46, Linfield Col.; M.A.'33, Univ. of Oregon; Pres., Menlo Sch. and Coll., Menlo Park, Calif., since 1945.
- Krogh, Thor, Ph.B.'29, Univ. of Vt.; M.A.'34, Univ. of Wash.; Ed.D.'54, Univ. of Calif., Berkeley; Prin. of Carlmont H.S., Belmont, Calif., since 1952.
- Kuhn, Earl Ralph, M.A.'32, Stanford Univ.; Dist. Supt. of Sch., Millbrae, Calif., since 1932.
- \*Laird, J. David, A.B.'28, Colo. State Col. of Educ.; Supt. of Elem. Sch., Tulare, Calif., since 1943.
- La Fleche, Rock Joseph, A.B.'32, St. Mary's Col. of Calif.; M.A.'50, San Francisco State Col.; Assoc. Supt., Alameda Co. Sch., San Leandro, Calif., since 1945.
- Langdon, E. Harold, A.B. Gen. Elem.'40, Humboldt State Col.; Prin., Dee T. Davis Elem. Sch., Napa, Calif., since 1951.
- Larsen, Ansgar J., A.B.'30, Santa Barbara Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Supt., Hueneme Elem. Sch. Dist., Port Hueneme, Calif., since 1943.
- Lauderbach, John Calvin, B.A.'20, M.A.'31, Ed.D.'48, Univ. of Calif., Los Angeles; Supt. of City Elem. Sch., Chula Vista, Calif., since 1923.
- Laugesen, Roy Milton, A.B.'39, San Francisco State Col.; M.A.'49, Ed.D.'54, Stanford Univ.; Asst. Supt., Tamalpais Union H.S., Larkspur, Calif., since 1955.
- Lawson, Jalmar W., A.B.'28, San Diego State Col.; A.M.'32, Univ. of Southern Calif.; Supt. of Elem. Sch., Ventura, Calif., since 1946.
- Lawson, Oliver C., A.B.'26, M.A.'29, Ph.D.'48, Stanford Univ.; Asst. Supt. of Sch., Santa Ana, Calif., since 1948.
- Lee, Edwin A., B.S.'14, M.A.'15, Ph.D.'32, Columbia Univ.; Prof. of Educ. and Dean, Sch. of Educ., Univ. of Calif., Los Angeles, Calif., since 1940.
- Lee, Rolf E., B.A.'35, N. Dak. State Tchrs. Col.; Dickinson; Ed.M.'46, Mont. State Univ.; Elem. Consultant, Stanislaus Co. Sch., Modesto, Calif., since 1955.
- Leonard, John Paul, A.B.'23, Drury Col.; A.M.'27, Ph.D.'29, D.H.L.'54, Columbia Univ.; Pres., San Francisco State Col., San Francisco, Calif., since 1945.
- Lewis, Harvey, Jr., Member, Bd. of Educ., Unified Sch. Dist., San Diego, Calif., since 1944.

# CALIFORNIA

- Lindsay, Frank B., A.B.'21, Ind. Univ.; A.M.'34, Claremont Col.; Asst. Chief, Div. of Instr., State Dept. of Educ., Sacramento, Calif., since 1938.
- Lindstrom, Elmer John, M.A.'36, Stanford Univ.; Supt. of Elem. Sch. Dist., Mill Valley, Calif., since 1935.
- Lockwood, Charles W., A.B.'26, Univ. of Calif., Los Angeles; M.A.'31, Univ. of Southern Calif.; Dist. Supt., Union H. S. and Elem. Sch., Lompoc, Calif., since 1935.
- Lones, Philip T., A.B.'36, M.A.'41, Ed.D.'53, Univ. of Calif.; Asst. Supt. of City Sch., San Leandro, Calif., since 1952.
- Long, H. B., A.B.'25, M.A.'32, Ed.D.'49, Stanford Univ.; Dist. Supt. of Sch., Gilroy, Calif., since 1946.
- Long, W. Ralph, B.S.'37, M.S.'47, Univ. of Oregon; Supt., Enterprise Elem. Sch. Dist., Compton, Calif., since 1949.
- Lucas, Frank L., A.B.'41, Univ. of Calif.; Supt. of Sch., San Rafael, Calif., since 1954.
- Lucas, Frederick E., B.A.'34, Chico State Col.; M.A.'48, Univ. of Calif., Berkeley; Dist. Supt., Laguna Salada Union Sch., Sharp Park, Calif., since 1955.
- Luhman, Robert Paul, B.S. in Ed.'50, M.S. in Ed.'52, Univ. of Southern Calif.; Supt., Prin., Oasis Elem. Sch. Dist., Thermal, Calif., since 1953.
- Lydell, Dwight M., Diploma '17, Chico State Col.; Supt. of Elem. Sch., Monrovia, Calif., since 1939.
- McCammon, Oliver, B.A.'32, Humboldt State Col.; M.A.'36, Univ. of Calif., Berkeley; Dist. Supt. of Sch., Hawthorne, Calif., since 1943.
- McCandless, Harry P., A.B.'22, Nebr. Wesleyan Univ.; M.A.'32, Univ. of Southern Calif.; Supt. of Sch., Redondo Beach, Calif., since 1935.
- McClintic, Stanley Charles, M.A.'31, Univ. of Southern Calif.; Supt. of Monrovia-Duarte H. S., Monrovia, Calif., since 1948.
- McComb, Stuart F., A.B.'32, Ariz. State Col.; M.S.'39, Ed.D.'47, Univ. of Southern Calif.; L.L.D.'54, Upper Iowa Univ.; Supt. of Sch., Pasadena, Calif., since 1953.
- McCunn, Drummond J., A.B.'27, Occidental Col.; M.S. in Ed.'38, Univ. of Southern Calif.; Ed.D.'50, Univ. of Calif.; Supt. of Contra Costa Co. Jr. Col. Dist., Martinez, Calif., since 1949.
- McDonald, Howard, B.S.'21, Utah State Agril. Col.; M.A.'25, Ed.D.'49, Univ. of Calif., Berkeley; Pres., Los Angeles City Col. and Los Angeles State Col. of Applied Arts and Sciences, Los Angeles, Calif., since 1949.
- McDonald, William R., A.B.'34, Chico State Col.; M.S.'48, Ed.D.'54, Univ. of Southern Calif.; Asst. Supt. of Centinela Valley Union H. S., Hawthorne, Calif., since 1954.
- McDonnell, Kenneth A., A.B.'36, San Francisco State Col.; M.A.'50, Stanford Univ.; Supt. of Union Elem. Sch. Dist., Los Gatos, Calif., since 1946.
- McGraw, Lewis Edward, B.S.'37, Southeastern State Col.; M.S.'39, Okla. A. & M. Col.; Dist. Supt. and Prin. of Oro Loma Elem. Sch., Firebaugh, Calif., since 1951.
- McIntosh, Donald H., B.A.'16, Occidental Col.; Dist. Supt. of H.S., Colton, Calif., since 1930.
- McIntosh, (Mrs.) Martha K., B.A.'26, San Diego State Col.; M.A.'40, Univ. of Wash.; Asst. Supt. in chg. of Elem. Sch., San Diego, Calif.
- McKay, Henry W., A.B.'33, Univ. of Calif.; M.S.'34, Univ. of Southern Calif.; Deputy Supt. of City Sch., Compton, Calif., since 1950.
- McKenzie, Kermit, A.B.'32, Chico State Col. (Calif.); Dist. Supt. of Sch., Guadalupe, Calif., since 1953.
- McKibben, Howard J., A.B.'39, Santa Barbara Col.; M.S.'43, Univ. of Southern Calif.; Supt. of South Whittier Sch. Dist., Whittier, Calif., since 1948.
- McLaughlin, James O., A.B.'05, A.M.'09, Grove City Col.; Ed.D.'30, Stanford Univ.; Instr. in Sch. Admin., Claremont Grad. Sch., Claremont, Calif., since 1950.
- McNaughton, Daniel Charles, B.S.'29, Colo. A. and M. Col.; M.A.'35, Univ. of Chicago; Ed.D.'42, Stanford Univ.; Dir., Santa Ana Col., Santa Ana, Calif., since 1949.
- McPherson, H.M., Ed.D.'38, Univ. of Calif.; Dist. Supt. of Sch., Napa, Calif., since 1940.
- McSweeney, Eugene Robert, B.A.'38, St. Mary's Col.; Dist. Supt., Unified Sch., Hilmar, Calif., since 1954.
- MacConnell, James D., A.B.'31, Central Mich. Col. of Educ.; M.A.'40, Ed.D.'44, Univ. of Mich.; Assoc. Prof. of Sch. Admin. and Assoc. Dean, Stanford Univ., Stanford, Calif., since 1949.
- Mace, William R., B.S. in Ed.'42, Southwest Mo. State Col.; M.E.'46, Univ. of Mo.; Supt. and Prin., Union H. S. Dist., Corning, Calif., since 1952.
- MacGregor, John L., A.B.'35, San Jose State Col.; M.A.'52, Stanford Univ.; Dist. Supt. and Prin. of Sch., Newark, Calif., since 1935.
- Magee, Lawrence T., B.A.'35, Ariz. State Col.; Tempe; M.A.'37, Ed.D.'55, Univ. of Southern Calif.; Supt. of Sch., Santa Cruz, Calif., since 1956.
- Mahoney, Rodney Stone, B.A.'40, Whittier Col.; M.S. in Ed.'49, Univ. of Southern Calif.; Dist. Supt. of Sch., Rosemead, Calif., since 1954.
- Malloch, James Morrow, A.B.'17, M.A.'20, Univ. of Calif.; G.Th.'33, Church Divinity Sch. of the Pacific; D.D.'43, Col. of the Pacific; Dean, St. James' Cathedral, since 1937, and Pres., Bd. of Educ., Fresno, Calif., since 1941.
- Mannatt, (Mrs.) Earnestynne W., B.S.'30, M.S.'33, Univ. of Southern Calif.; Asst. Supt., Central Elem. Sch. Dist., Los Angeles, Calif., since 1945.
- Manning, William R., A.B.'41, San Jose State Col.; M.A.'49, Col. of the Pacific; Dist. Supt. of Sch., Orangevale, Calif., since 1950.
- Marks, Robert William, B.A.'41, M.S.'49, Univ. of Omaha; M.A.'53, Ed.D.'54, Tchrs. Col., Columbia Univ.; Prin., Crozier Sch., Inglewood, Calif., since 1954.
- Marsee, Stuart E., B.S.'39, M.S.'42, Univ. of Oregon; Ed.D.'47, Univ. of Southern Calif.; Asst. Supt. of Sch. in chg. of Bus. Serv., Pasadena, Calif., since 1951.



- Marsh, Geo. A., B.A.'32, Dak. Wesleyan Univ.; M.S.'42, Univ. of Southern Calif.; Supt. and Prin. of Union H. S. Dist., Selma, Calif., since 1954.
- Martin, Walter G., A.B.'14, Ottawa Univ.; M.A.'16, Univ. of Calif.; Supt. of Co. Sch., Fresno, Calif., since 1945.
- Mattox, Clifford J., A.B.'25, Univ. of Wash.; A.M.'39, Stanford Univ.; Asst. Supt. of City Sch., San Bernardino, Calif., since 1945.
- Melbo, Irving R., A.B.'30, M.A.'32, N. Mex. Western Col.; Ed.D.'34, Univ. of Calif.; Dean, Sch. of Educ., Univ. of Southern Calif., Los Angeles, Calif., since 1953.
- Meridier, (Mrs.) Ann, Prin. of Cherry Lane Elem. Sch., Campbell, Calif.
- Merrill, Foster C., A.B.'30, Chico State Col.; M.A.'34, Ed.D.'43, Stanford Univ.; Asst. Supt. of Instr., Unified Sch. Dist., Burbank, Calif., since 1949.
- Mette, Wilda Carter, B.A.'27, San Jose State Col.; Supt., Russell Elem. Sch. Dist., Hayward, Calif., since 1945.
- Metz, R. Elizabeth T., Prin. of Baldwin Hills Sch., Los Angeles, Calif., since 1945.
- Michell, Forrest C., A.B.'33, M.A.'35, Ed. D.'52, Univ. of Calif., Berkeley; Asst. Supt. of Sch., Oakland, Calif., since 1953.
- Michell, Joe P., A.B.'36, San Jose State Col.; Dist. Supt. of Sch., Livermore, Calif., since 1944.
- Miller, Bruce, A.B.'34, San Diego State Col.; M.A.'44, Claremont Col.; Supt. of Sch., Riverside, Calif., since 1951.
- Milliken, Daniel B., B.A.'26, Pomona Col.; M.B.A.'28, Harvard Univ.; Supt. of Chaffey Union H. S., and Pres., Chaffey Col., Ontario, Calif., since 1949.
- Miner, George D., B.A.'22, Carleton Col.; M.A.'29, Ed.D.'40, Univ. of Calif.; LL.D.'45, Ursinus Col.; Supt. of Sch., Richmond, Calif., since 1949.
- Mitchell, R. G., B.A.'26, M.A.'27, Univ. of Calif.; Supt. of Sch., Beverly Hills, Calif.
- Mock, Thomas M., B.S. in Ed.'20, Kansas State Tchrs. Col.; M.S.'32, Univ. of Southern Calif.; Prin., Horace Mann Sch., Beverly Hills, Calif., since 1929.
- Monsen, Robert W., B.A.'47, George Pepperdine Col.; M.S.'50, Univ. of Southern Calif., Los Angeles; Asst. Supt., Rosemead Elem. Sch. Dist., Monterey Park, Calif.
- Montgomery, Clair Gruwell, A.B.'32, San Francisco State Col.; M.S.'40, Univ. of Southern Calif.; Supt., Unified Sch. Dist., Trona, Calif., since 1952.
- Montgomery, Kenneth M., A.B.'26, M.A.'31, Occidental Col.; Deputy Supt. of Sch., Glendale, Calif., since 1947.
- Morgan, Edward D., A.B.'36, San Francisco State Col.; Supt., Jefferson Union H. S. Dist., Daly City, Calif., since 1956.
- Morgan, Miles Evan, A.B.'15, M.A.'22, Ph.D.'33, Univ. of Wash.; Supt. of City Sch., Santa Monica, Calif., 1953-56. Address: 625 22nd St., Santa Monica, Calif.
- Morphet, Edgar L., A.B.'18, Ind. State Tchrs. Col.; M.A.'26, Ph.D.'27, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Calif., Berkeley, Calif., since 1949.
- Morris, Perry S., M.S.'35, Univ. of Southern Calif.; Supt., Unified Sch. Dist., Ramona, Calif., since 1952.
- Morrisett, Lloyd N., A.B.'17, Univ. of Okla.; M.A.'30, Ph.D.'34, Columbia Univ.; Prof. of Educ., Univ. of Calif., Los Angeles, Calif., since 1941.
- Mother Mary Benedicta, M.A. in Ed.'34, De Paul Univ.; Prin., Villa Cabrini Acad., Burbank, Calif., since 1943.
- \*Muelder, Wallace Richard, B.S.'46, Western Ill. State Col.; M.S. in Ed.'47, Ed.D.'52, Univ. of Southern Calif.; Supt. of Unified Sch. Dist., Palm Springs, Calif., since 1955.
- Mueller, Frederick Eugene, B.A.'28, Iowa State Tchrs. Col.; M.A.'34, State Univ. of Iowa; Supt. of Sch., San Bernardino, Calif.
- Murdock, Forrest G., B.A.'16, State Col. of Wash.; M.Ed.'32, Univ. of Wash.; Pres., El Camino Col., El Camino College, Calif., since 1947.
- Murdock, Glenn E., B.A.'28, Univ. of Redlands; M.A.'36, Stanford Univ.; Supt., La Mesa-Spring Valley Elem. Sch. Dist., La Mesa, Calif.
- Murphy, Edward V., A.B.'31, Fresno Col.; Supt., Little Lake Sch., Santa Fe Springs, Calif., since 1954.
- Murray, Earl, A.B.'18, Whittier Col.; M.A.'28, Ed.D.'53, Univ. of Southern Calif.; Prin. of Burroughs H. S., Kern Co. Union H. S. Dist., and Supt. of China Lake Elem. Sch. Dist., U. S. Naval Ordnance Test Sta., China Lake, Calif., since 1945.
- Myers, Arno E., Dist. Supt. of Sch., Moorpark, Calif.
- Myers, Cloice E., B.A.'33, Simpson Col.; M.A.'37, Univ. of Iowa; Ed.D.'55, Univ. of Texas; Personnel Consultant, Div. of Psychological Serv., Calif. Test Bureau, Los Angeles, Calif., since 1956.
- Myers, Newell Dixon, A.B.'33, Stanford Univ.; M.A.'36, Univ. of Calif.; Dist. Supt. of Sch., Palos Verdes Estates, Calif., since 1939.
- Neher, Elmer C., B.S.'31, Univ. of Southern Calif.; Dist. Supt., Unified Sch., San Marino, Calif., since 1922.
- Neil, James W., Ed.D.'49, Univ. of Calif.; Assoc. Prof. of Educ., Sacramento State Col., Sacramento, Calif., since 1954.
- Nelson, (Mrs.) Ada Shuman, B.E.'06, Pa. State Tchrs. Col., Bloomsburg; Life Admin.'24, Univ. of Southern Calif.; Dist. Supt. of Sch., Los Nietos, Calif., 1912-56. Address: 702 Beverly Drive, Whittier, Calif.
- Nelson, (Mrs.) Myra Banta, B.Ed.'29, Univ. of Calif., Los Angeles; Assoc. Supt. of Sch., Los Angeles, Calif., 1954-56 (retired). Address: 1643 S. Catalina St., Los Angeles, Calif.
- Nelson, Thomas L., B.S.'16, M.A. in Ed.'25, Ed.D.'33, Univ. of Calif.; Supt. of Sch., Berkeley, Calif., since 1945.
- Nesbit, (Mrs.) Mae, Supt., Elem. Sch. Dist., Belmont, Calif.
- Netzley, Byron L., B.A.'33, Whittier Col.; M.A.'53, Univ. of Southern Calif.; Dist. Supt. of Sch., Lemon Grove, Calif., since 1942.

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- Newcomb, Douglas A., B.S.'18, Univ. of Rochester; M.A.'27, Stanford Univ.; LL.B.'38, Univ. of Southern Calif.; LL.D.'55, Col. of Osteopathic Physicians and Surgeons; Supt. of Sch., Long Beach, Calif., since 1947.
- Nielsen, Kenneth C., B.S.'50, Univ. of Southern Calif.; Dist. Supt. of Magnolia Sch., Anaheim, Calif., since 1955.
- Nopel, John H., A.B.'35, Chico State Col.; M.A.'41, Univ. of Calif.; Admin. Asst., City Sch., Chico, Calif., since 1950.
- Norby, Theo J., B.S.'35, M.Ed.'39, Univ. of Oregon; Ed.D.'55, Stanford Univ.; Supt. of Unified Sch. Dist., Inglewood, Calif., since 1951.
- Northrup, Orville I., A.B., B.E.'39, Univ. of Calif.; Dist. Supt. and Prin. of Union H. S. Dist., Tustin, Calif.
- Nuttall, Drayton B., A.B.'36, M.A.'41, Univ. of Utah; Dir. of Sch. Facilities Survey, State Dept. of Educ., Sacramento, Calif., since 1952.
- Odell, William R., B.S., B.A.'27, Univ. of Southern Calif.; M.A.'30, Ph.D.'32, Tchrs. Col., Columbia Univ.; Prof. of Educ. Admin., Stanford Univ., Stanford, Calif., since 1949.
- Ogborn, A. Gerald, M.S.Ed.'45, Univ. of Southern Calif.; Supt. of Union H. S. Dist., Bishop, Calif., since 1955.
- Pace, John B., B.A.'47, Univ. of Redlands; Dist. Supt. of Elem. Sch., Romoland, Calif., since 1949.
- Pace, Lynn LeRoy, M.A.'51, Univ. of Southern Calif.; Supt. of Alameda Sch. Dist., Downey, Calif.
- Palmer, John H., A.B.'28, Chico State Col.; Supt. of Elem. Sch. Dist., Marysville, Calif., since 1944.
- Parks, D. Russell, B.S.'36, M.S.'48, Univ. of Southern Calif.; Dist. Supt. of Sch., Fullerton, Calif., since 1945.
- Parks, J. Frank, A.B.'39, M.A.'54, Fresno State Col.; Dist. Supt. of Elem. Sch., Selma, Calif., since 1950.
- Parsons, Charles F., A.B.'41, San Jose State Col.; Asst. Supt. of Placer Co. Sch., Auburn, Calif., since 1949.
- Parsons, Neil M., A.B.'24, Col. of the Pacific; M.A.'44, Univ. of Calif.; Supt. of Acalanes H. S. Dist., Lafayette, Calif., since 1945.
- Pattee, Howard Hunt, B.A.'22, Pomona Col.; M.A.'26, Stanford Univ.; Exec. Secy., Calif. Assn. of Indep. Schs., Los Altos, Calif., since 1944.
- Pease, Norval Frederick, A.B.'31, Walla Walla Col.; M.A.'45, B.D.'50, Seventh-day Adventist Theol. Sem.; Pres., La Sierra Col., Arlington, Calif., since 1954.
- Peterson, P. Victor, A.B.'17, Iowa State Tchrs. Col.; A.M.'21, Ph.D.'30, Stanford Univ.; Pres., Long Beach State Col., Long Beach, Calif., since 1949.
- Peterson, Wiley K., B.A. in Ed.'28, M.A. in Ed.'37, Univ. of Ariz.; Dist. Supt. of Sch., Hermosa Beach, Calif., since 1949.
- Phillips, Stuart S., M.A.'48, Univ. of Calif.; Asst. Supt. of Pub. Sch., Oakland, Calif., since 1953.
- Pokorny, Robert Bernard, M.A.'54, Univ. of Calif., Los Angeles; Dist. Supt., Vaca Valley Union Sch., Vacaville, Calif., since 1955.
- Posner, Albert N., M.S.Ed.'42, Ed.D.'56, Univ. of Southern Calif.; Asst. Supt. of Unified Sch. Dist., Torrance, Calif., since 1954.
- Powell, Earle Benjamin, A.B.'25, Univ. of Redlands; M.A.'51, Claremont Col.; Dist. Supt. of Unified Sch., Banning, Calif., since 1952.
- Price, Jackson, B.S.'23, Utah State Agril. Col.; M.A.'49, Univ. of Calif., Berkeley; Dist. Supt. of Shasta H. S. and Jr. Col., Redding, Calif., since 1934.
- Price, Thomas B., Co. and Dist. Supt. of Sch., Unified Sch. Dist., Mariposa, Calif., since 1949.
- Prueitt, John L., A.B.'40, Fresno State Col.; Dist. Supt. of Sch., Wasco, Calif., since 1952.
- Pulliam, Nolan D., A.B.'25, Central Col.; A.M.'32, Ed.D.'46, Stanford Univ.; Supt. of Sch., Stockton, Calif., since 1951.
- Quillen, I. James, A.B.'29, Univ. of Del.; A.M.'32, Ph.D.'42, Yale Univ.; Dean, Sch. of Educ., Stanford Univ., Stanford, Calif., since 1953.
- Rafferty, Maxwell Lewis, Jr., A.B.'38, A.M.'49, Univ. of Calif., Los Angeles; Ed.D.'56, Univ. of Southern Calif.; Supt. of Sch., Needles, Calif., since 1955.
- Ramm, Lawrence Robert, A.B.'30, Whitman Col.; M.A.'48, Ed.D.'50, Stanford Univ.; Supt. of Union H. S. Dist., Hayward, Calif., since 1953.
- Rand, Maritt John, A.B.'35, San Diego State Col.; M.S.'48, Ed.D.'52, Univ. of Southern Calif.; Asst. Supt. of Unified Sch. Dist., Paramount, Calif., since 1953.
- Randall, Robert Warren, B.S.'45, M.A.'53, Univ. of Calif., Berkeley; Dist. Supt. and Prin., Elem. Sch., Milpitas, Calif., since 1953.
- Rathbun, Bryce Claire, B.A.'35, LaVerne Col.; M.A.'49, Claremont Col.; Dist. Supt. of Standard Sch., Oildale, Calif., since 1951.
- Reber, Donald David, B.S.'37, Franklin and Marshall Col.; M.A.'46, Lehigh Univ.; Supt. of Unified Sch. Dist., Lynwood, Calif., since 1953.
- Redford, Edward H., B.A.'27, State Col. of Wash.; M.A.'31, Ed.D.'39, Stanford Univ.; Asst. Supt. of Sch. in chg. of Sec. Schs., San Francisco, Calif., since 1950.
- Regier, J. N., M.A.'32, Univ. of Nebr.; Supt. of Sch., San Luis Obispo, Calif., since 1948.
- Reid, John Lyon, B.A.'29, M.A.'29, Univ. of Calif.; M.Arch.'31, Inst. of Tech.; Archt., 1069 Market St., San Francisco, Calif., since 1946.
- Reller, Theodore L., B.S. in Ed.'28, A.M.'30, Univ. of Pa.; Ph.D.'33, Yale Univ.; Prof. of Educ., Univ. of Calif., Berkeley, Calif., since 1948.
- Reyhner, Theodore O., B.S.'37, Newark Col. of Engr.; A.M.'38, Columbia Univ.; Ph.D.'50, N. Y. Univ.; Prof. of Engr., Dept. of Engr., Chico State Col.; Chico, Calif., since 1956.
- Reynolds, T. F., A.B.'27, Western Ky. State Tchrs. Col.; M.A.'52, Stanford Univ.; Supt., Union H. S. Dist., San Mateo, Calif., since 1951.
- Rhodes, Alvin E., A.B.'31, San Jose State Col.; M.A.'41, Stanford Univ.; Supt. of Co. Sch., San Luis Obispo, Calif., since 1947.



- Rivers, Paul Lon, M.A.'28, Stanford Univ.; Chief, Bureau of Sch. Planning, State Dept. of Educ., Sacramento, Calif., since 1955.
- Roberts, Harold B., Ed.D.'50, Stanford Univ.; Dean of Educ. Serv. and Summer Session, Sacramento State Col., Sacramento, Calif., since 1949.
- Roberts, Roland J., A.B.'35, M.A.'45, Univ. of Calif., Berkeley; Dist. Supt., North Monterey Union Sch., Watsonville, Calif., since 1954.
- Roberts, W. E., A.B.'33, San Jose State Col.; Supt. of Siskiyou Co. Sch., Yreka, Calif., since 1951.
- Robinson, Jack, B.A.'29, Chapman Col.; M.A.'53, Univ. of Southern Calif.; Supt. of Paramount Unified Sch. Dist., Paramount, Calif., since 1949.
- Robinson, (Mrs.) Margaret R., Vicepres., Fresno City Bd. of Educ., Fresno, Calif., since 1939.
- Roche, (Rev.) Patrick J., Ph.D.'41, Catholic Univ. of America; Asst. Supt. of Catholic Sch., Los Angeles, Calif., since 1946.
- Roderick, Donald M., A.B.'34, Chico State Col.; M.A.'38, Ed.D.'46, Stanford Univ.; Supt. of Sch., Alameda, Calif., since 1952.
- Rolf, Everett I., A.B.'33, Univ. of Calif.; Bus. Mgr., Unified Sch. Dist., Vallejo, Calif., since 1947.
- Root, Daniel Ornon, B.A.'24, M.A.'27, Univ. of Wyo.; B.S.'28, Black Hills State Tchrs. Col. (S. Dak.); Dist. Supt. of Crystal-Union Elem. Sch., Suisun City, Calif., since 1940.
- Ross, John G., B.A.'32, San Jose State Col.; M.S. in Ed.'53, Ed.D.'55, Univ. of Southern Calif.; Asst. Supt. of Kern Co. Sch., Bakersfield, Calif., since 1943.
- Ross, Milton G., B.A.'37, Univ. of Calif., Santa Barbara; Supt. of Sch., Taft, Calif., since 1949.
- Royce, Clarence W., B.A.'28, Col. of the Pacific; Dist. Supt. of Sch., Oakdale, Calif., since 1942.
- Ruff, Laurel C., Dist. Supt., Arden-Carmichael Union Elem. Sch., Carmichael, Calif., since 1951.
- Ruppenthal, Bruce M., A.B.'46, Ariz. State Col.; Dist. Supt., Rich-Mar Union Elem. Schs., San Marcos, Calif., since 1950.
- Rusk, James H., A.B.'24, M.A.'34, Stanford Univ.; Supt. of National Sch. Dist., National City, Calif., since 1942.
- Russell, Max M., A.B.'47, M.A.'49, Univ. of Calif.; Asst. Supt. of Union H. S. Dist., San Mateo, Calif., since 1954.
- Ryan, Thomas P., A.B.'29, Univ. of Santa Clara; Supt. of East Side Union H. S. and Alum Rock Union Elem. Sch., San Jose, Calif., since 1933.
- Salmon, Paul Blair, A.B.'41, Whittier Col.; M.S. in Ed.'49, Univ. of Southern Calif.; Dist. Supt. of Sch., Covina, Calif., since 1955.
- Samuels, Charles T., A.B.'31, M.S. in Ed.'35, Univ. of Southern Calif.; Dist. Supt., East Whittier Sch., Whittier, Calif., since 1938.
- Schaefer, Amos E., M.A.'36, Univ. of Southern Calif.; Supt. of Pub. Sch., Coronado, Calif., since 1948.
- Scharer, Norman B., B.A.'29, Pasadena Col.; M.A.'35, Univ. of Southern Calif.; Ed.D.'47, Univ. of Calif., Los Angeles; Supt. of City Sch., Santa Barbara, Calif., since 1956.
- Schelby, Floyd A., B.S.'34, M.A.'41, Univ. of Nebr.; Asst. Supt. of Co. Sch., Merced, Calif., since 1951.
- Schieber, Frank, B.A.'43, Humboldt Col.; Supt. of Bellevue Union Sch. Dist., Santa Rosa, Calif.
- Schlechte, William Paul, M.S. in Ed.'36, Univ. of Southern Calif.; Dist. Supt. of Unified Sch., Vista, Calif., since 1947.
- Schneppe, Stanley O., B.A.'41, Stanford Univ.; Supt. of Ravenswood Elem. Sch. Dist., Palo Alto, Calif., since 1948.
- Schoenfeld, Harold, A.B.'37, M.A.'41, Ed.D.'51, Univ. of Calif., Berkeley; Supt. of Elem. Sch. Dist., Decoto, Calif., since 1952.
- Schrupp, Manfred H., B.S.'35, M.Ed.'41, Ph.D.'50, Univ. of Minn.; Chmn., Div. of Educ., San Diego State Col., San Diego, Calif., since 1952.
- Sears, Jesse Brundage, A.B.'09, Stanford Univ.; Ph.D.'20, Tchrs. Col., Columbia Univ.; Prof. Emeritus of Educ., Stanford Univ., Stanford, Calif., since 1949. Address: 40 Tevis Pl., Palo Alto, Calif.
- \*Seidel, Vaughn D., B.S.'24, M.A.'44, Ed.D.'50, Univ. of Calif., Berkeley; Supt. of Alameda Co. Sch., San Leandro, Calif., since 1943.
- Selland, Arthur L., Mgr., E. F. Hutton and Co., Fresno Branch, Fresno, Calif., since 1948, and Pres., Bd. of Educ., Fresno, Calif.
- Sewell, Nelson Brown, A.B.'32, Univ. of Calif., Los Angeles; M.A.'33, Univ. of Calif., Berkeley; Asst. Supt. of Sec. Sch., Hartnell Joint Jr. College Dist. and Salinas Union H. S. Dist., Salinas, Calif., since 1955.
- Shafer, Paul F., B.A.'21, Pomona Col.; M.Ed.'32, Univ. of Southern Calif.; Litt.-D.'48, Univ. of Louisville; Assoc. Supt. of Sch., Los Angeles, Calif., since 1956.
- Shambaugh, Clifford F., A.B.'32, A.M.'36, Colo. State Col. of Educ.; Dist. Supt. of Sch., Downey, Calif., since 1947.
- Shaver, Stanley B., A.B.'23, M.A.'24, Pomona Col.; Prin., Union H. S., and Dist. Supt. of Sch., Covina, Calif., since 1946.
- Sheldon, Donald R., B.A.'27, Kansas State Tchrs. Col., Pittsburg; M.A.'31, Stanford Univ.; Assoc. Supt. of United Sch., Stockton, Calif., since 1951.
- Shimmin, Irvin A., B.S.'28, Univ. of Calif.; Dist. Supt. of William S. Hart Union H. S., Newhall, Calif.
- Shively, Dean L., B.A.'37, Whittier Col.; Supt. of Valle Lindo Sch. Dist., El Monte, Calif.
- Siemens, Cornelius H., Ph.D.'39, Univ. of Calif., Berkeley; Pres., Humboldt State Col., Arcata, Calif., since 1950.
- Silbaugh, (Mrs.) Della M., A.B.'31, San Jose State Col.; M.A.'50, Stanford Univ.; Prin., Crescent Park Elem. Sch., Palo Alto, Calif., since 1947.
- Simmons, Linton T., B.S.'21, Univ. of Ariz.; M.S.'41, Univ. of Southern Calif.; Supt., Orange Co. Sch., Santa Ana, Calif., since 1945.

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- Simons, Aubrey Hays, A.B.'28, Southeast Mo. State Col.; M.A.'39, Claremont Grad. Sch.; Ed.D.'56, Univ. of Southern Calif.; Asst. Supt. of Sch. in chg. of Instr., Pomona, Calif., since 1953.
- Simpson, Roy E., M.A.'31, Claremont Col.; Litt.D.'48, Chapman Col.; Pd.D.'51, Col. of the Pacific; D.H.L.'53, Col. of Osteopathic Physicians and Surgeons (Calif.); State Supt. of Pub. Instr., Sacramento, Calif., since 1945.
- Singer, Jack R., A.B.'31, Univ. of Redlands; M.S.'41, Univ. of Southern Calif.; Supt. of City Sch., Culver City, Calif., since 1947.
- Sister Elizabeth Ann, Coordinator of Guidance Serv., and Asst. Prof. of Sch. Admin., Immaculate Heart Col., Los Angeles, Calif.
- Sister Mary Thecla, B.A.'41, Immaculate Heart Col.; M.A.'46, Ph.D.'52, Catholic Univ. of America; Pres., Immaculate Heart Col., Los Angeles, Calif., since 1951.
- Skaggs, Darcy A., A.B.'33, M.A.'40, Ariz. State Col., Tempe; Ed.D.'49, Univ. of Southern Calif.; Supt. of Sch., Baldwin Park, Calif., since 1954.
- Smailes, Mabel B., B.Ed.'43, Univ. of Calif., Santa Barbara; Dist. Supt. of El Tejon Union Sch., Lebec, Calif., since 1950.
- Smith, Don M., Supt. of Wiseburn Sch. Dist., Hawthorne, Calif., since 1930.
- Smith, Gerald A., B.A.'37, M.A.'39, Univ. of Redlands; Dist. Supt. of Sch., Bloomington, Calif., since 1946.
- Smith, Irving Wright, B.S.'10, Trinity Col.; M.A.Ed.'13, Yale Univ.; Ed.M.'27, Harvard Univ.; Supvr. of Research and Library Serv., Union H. S. Dist., Richmond, Calif., 1950-56 (retired). Address: 144 13th St., Richmond, Calif.
- Smith, Lawson, A.B.'40, San Jose State Col.; M.A.'49, Ed.D.'53, Stanford Univ.; Dist. Supt. of Sch., Lodi, Calif., since 1954.
- Smith, Lewis F., Ph.B.'31, Univ. of Wis.; M.A.'40, Ohio State Univ.; Dist. Supt. of Sch., Grossmont, Calif., since 1944.
- Smith, Marvin E., A.B.'46, A.M.'47, Colo. State Col. of Educ.; D.Ed.'51, Univ. of Oregon; Dist. Supt. of Sch., Castro Valley, Calif., since 1956.
- Smith, W. Max, A.B.'34, Fresno State Col.; M.S.'35, Univ. of Southern Calif.; Supt. of City Sch. Dist., Merced, Calif., since 1932.
- Snowden, George L., Dist. Supt. of Sch., Farmersville, Calif., since 1932.
- Sonner, Cecil B., A.B.'35, Ind. State Tchrs. Col., Terre Haute; M.S.'39, Ed.D.'55, Ind. Univ.; Supt., Elem. Sch. Dist., Tracy, Calif., since 1956.
- Sparks, Fred M., Supt., Hudson Sch. Dist., Puente, Calif.
- \*Spaulding, Frank E., A.B.'89, LL.D.'20, Amherst Col.; A.M., Ph.D.'94, Leipzig Univ., Germany; A.M.'20, Yale Univ.; Honorary Life Member, American Assn. of Sch. Admin.; Prof. Emeritus of Educ., Yale Univ., since 1935. Address: Casa de Manana, La Jolla, Calif.
- Spears, Harold, A.B.'24, Wabash Col.; M.A.'31, Ed.D.'39, Tchrs. Col., Columbia Univ.; Supt. of Sch., San Francisco, Calif., since 1955.
- Spencer, Edward M., B.S.'24, Iowa State Col.; M.A.'37, Ph.D.'40, State Univ. of Iowa; Educ. Dept., Fresno State Col., Fresno, Calif., since 1950.
- Spiess, Henry R., A.B.'21, Willamette Univ.; A.M.'31, Stanford Univ.; Supt. of Sch., Antioch-Live Oak Unified Sch. Dist., Antioch, Calif., since 1942.
- Spinass, Andrew, A.B.'30, Humboldt State Col.; Supt. of City Elem. Sch. Dist., Redwood City, Calif., since 1937.
- Stafford, Gordon, Archt., 1024½ J St., Sacramento, Calif.
- Stanton, Robert, Archt., A.I.A., State of Calif., Carmel, Calif., since 1934.
- Starbuck, (Mrs.) Gladys B., B.A.'15, Pomona Col.; Dist. Supt. of Lowell Joint Elem. Sch., Whittier, Calif., since 1942.
- Steed, Eli Reeves, B.A.'35, Brown Univ.; M.E.'53, Univ. of Calif. at Los Angeles; Dist. Supt. of Sch., Rivera, Calif., since 1956.
- Stephens, William Siebert, A.B.'32, Adm. '36, Chico State Col. (Calif.); Supt. of Elem. Sch., Redding, Calif., since 1942.
- Stevens, A. C., Jr., Dist. Supt. of Sch., Sunnyvale, Calif., since 1944.
- Stockton, Jesse D., A.B.'20, Univ. of Calif., Berkeley; Supt. of Kern Co. Sch., Bakersfield, Calif., since 1947.
- \*Stoddard, Alexander Jerry, B.S.'22, LL.D.'40, Univ. of Nebr.; A.M.'24, Columbia Univ.; Ed.D.'32, R. I. Col. of Educ.; L.H.D.'39, Beaver Col.; LL.D.'39, Temple Univ.; L.H.D.'40, Univ. of Pa.; LL.D.'47, Bucknell Univ., Pres., Dept. of Superintendence, 1935-36; Honorary Life Member, American Assn. of Sch. Admin.; Chmn., Educ. Policies Commn., 1936-46; Supt. of Sch., Los Angeles, Calif., 1948-54 (retired).
- Stokesbary, Maurice R., M.S.'35, Univ. of Southern Calif.; Supt. of Sch., Alhambra, Calif., since 1954.
- Stone, Gladys, Supt., Monterey Co. Sch., Salinas, Calif.
- Strand, William Henry, B.A.'39, St. Olaf Col.; M.A.'49, Ph.D.'54, Univ. of Minn.; Research Assoc., Stanford Univ., Stanford, Calif., since 1956.
- Taber, Theron S., Jr., A.B.'27, M.A.'28, Stanford Univ.; Deputy Supt. of Kern Co. Union H.S. Dist., Bakersfield, Calif., since 1945.
- Tait, Frank G., A.B.'33, San Diego State Col.; Dir. of Personnel, Unified Sch. Dist., San Diego, Calif., 1944-48 and since 1952.
- Tallman, Norman O., A.B.'31, Occidental Col.; M.A.'36, Ed.D.'51, Univ. of Southern Calif.; Asst. Supt. of Unified Sch. Dist., Montebello, Calif., since 1947.
- Taylor, Burtis E., A.B.'38, M.S.'39, Fort Hays Kansas State Col.; Ed.D.'51, Univ. of Denver; Asst. Supt. of Sch., Riverside, Calif.
- Taylor, John Walter, A.B.'31, Univ. of Calif.; Supt., Mendocino Co. Sch., Ukiah, Calif., since 1935.
- Thomas, Lewis Ambrey, B.A.'21, M.S.Ed. '36, Univ. of Idaho; Field Rep., U. S. Office of Educ., San Francisco, Calif., since 1954.
- Thomason, Joseph A., B.S.'30, M.S.'30, Univ. of Idaho; Dist. Supt. of Sch., North Fork, Calif., since 1935.



- Thompson, Byron E., A.B.'33, Univ. of Redlands; Dist. Supt. of Sch., El Monte, Calif., since 1947.
- \*Thompson, Carroll W., A.B.'23, Chapman Col.; A.M.'25, B.D.'27, Univ. of Southern Calif.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Prin., Evening H. S., Glendale, Calif.
- Thornton, James W., Jr., Ph.D.'41, Stanford Univ.; Vicepres., Orange Coast Col., Costa Mesa, Calif.
- Thrall, C. Burton, Supt. of Co. Sch., San Bernardino, Calif.
- Thyberg, Clifford S., B.A.'35, Whittier Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Dist. Supt., West Covina Elem. Sch., Covina, Calif., since 1948.
- Tibby, (Mrs.) Ardella Bitner, A.B.'22, M.A.'28, Univ. of Southern Calif.; Supt. of Sch., Compton, Calif., since 1934.
- Tierney, (Mrs.) Hallie M., B.A.'10, Lawrence Col.; Supt., Modoc Co. Sch., Alturas, Calif., since 1935.
- Tiner, Hugh M., A.B.'29, Abilene Christian Col.; M.A.'29, Stanford Univ.; Ph.D.'44, Univ. of Southern Calif.; Pres., George Pepperdine Col., Los Angeles, Calif., since 1939.
- Todhunter, Lawrence E., M.A.'36, Stanford Univ.; Asst. Supt. of Sch., Fresno, Calif., since 1950.
- Tormey, James R., B.A.'32, San Jose State Col.; M.A.'51, Stanford Univ.; Supt., San Mateo Co. Sch., Redwood City, Calif., since 1950.
- Triggs, Dean E., A.B.'33, Whittier Col.; M.S.'48, Univ. of Southern Calif.; Supt. of Co. Sch., Ventura, Calif., since 1944.
- Trillingham, Clinton C., A.B.'21, Southwestern Col.; A.M.'31, Ed.D.'33, Univ. of Southern Calif.; Supt. of Co. Sch., Los Angeles, Calif., since 1942.
- Trombetta, J. C., M.A.'31, Stanford Univ.; Asst. Supt. of Sch., Fresno, Calif., since 1948.
- Turner, George W., Member, Bd. of Educ., Fresno, Calif., since 1938.
- Turner, Lawrence E., B.A.'30, McPherson Col.; A.M.'41, Ph.D.'46, Univ. of Calif., Berkeley; Exec. Dean, Humboldt State Col., Arcata, Calif.
- Turner, Rex Hardin, B.A.'24, State Col. of Wash.; M.A.'28, Stanford Univ.; Ed.D.'36, Univ. of Calif., Berkeley; Supt. of Sequoia Union H. S. Dist., Redwood City, Calif., since 1955.
- Turner, Thomas R., Supt. of Unified Sch. Dist., Pacific Grove, Calif.
- Twist, Dwight E., A.B.'37, Univ. of Redlands; M.A.'38, Ed.D.'52, Univ. of Calif.; Supt. of City Sch., Petaluma, Calif., since 1952.
- \*Tyler, Ralph W., A.B.'21, Doane Col.; A.M.'23, Univ. of Nebr.; Ph.D.'27, Univ. of Chicago; Dir., Center for Advanced Study in the Behavioral Sciences, Stanford, Calif., since 1954.
- Ulrich, Robert P., B.A.'28, Ohio Wesleyan Univ.; M.A.'33, Ohio State Univ.; Dist. Supt. of Elem. Sch., Mojave, Calif., since 1950.
- Ungaro, Daniel M., A.B.'32, Univ. of Calif.; M.A.'53, San Jose State Col.; Dist. Supt., Saratoga Union Elem. Sch., Saratoga, Calif., since 1946.
- Van Dyke, Willard H., B.S.'25, Oregon State Col.; M.A.'47, Ed.D.'54, Univ. of Calif.; Prof. of Educ., Long Beach State Col., Long Beach, Calif., since 1953.
- Vaniman, Glenn G., A.B.'29, LaVerne Col.; M.A.'31, Univ. of Southern Calif.; Dist. Supt. of Citrus Union H.S. and Jr. Col., Azusa, Calif., since 1944.
- Van Matre, (Mrs.) Clara E., Calif. Elem. Life Diploma '29; Supt., Trinity Co. Sch., Weaverville, Calif., since 1931.
- Van Wyk, Arnold C., B.A.'26, Hope Col.; M.S.'36, Univ. of N. Dak.; LL.D.'52, Wesley Col.; Dist. Supt., Union H. S. and Jr. Col. Dist., Santa Maria, Calif., since 1952.
- Vanner, Leo, B.A.'38, Howard Payne Col.; M.A.'52, Univ. of Southern Calif.; Supt. of Sch., San Clemente, Calif., since 1945.
- Vasche, Joseph Burton, A.B.'31, San Jose State Col.; M.A.'35, Ed.D.'47, Stanford Univ.; Assoc. Supt. of Pub. Instr. and Chief, Div. of State Colleges and Tchrs. Educ., State Dept. of Educ., Sacramento, Calif., since 1952.
- Von der Mehden, Roland Herbert, A.B.'49, M.A.'55, San Jose State Col.; Prin., Union Sch., Byron, Calif., since 1954.
- Vroman, Wilbur Norton, A.M.'56, Univ. of Redlands; Asst. Supt. of Sch., Redlands, Calif., since 1955.
- Walker, A. Glenwood, B.S. in Ed.'38, Pa. State Tchrs. Col.; Ed.M.'40, Univ. of Pittsburgh; Ed.D.'46, Tchrs. Col., Columbia Univ.; Dir., Pacific Coast Office, Educ. Testing Serv., Los Angeles, Calif.
- Walker, A. Roland, A.B.'32, Fresno State Col.; M.S. in Ed.'38, Univ. of Southern Calif.; Admin. Asst. to Supt. of Sch., Pasadena, Calif., since 1953.
- Walker, Robert Edwin, B.S.'34, Pa. State Tchrs. Col., Slippery Rock; M.A.'40, Univ. of Pittsburgh; Supt. of Bonita Union H. S. Dist., La Verne, Calif.
- Walter, Robert Bruce, B.S. in Ed.'29, M.S. in Ed.'39, Ed.D.'51, Univ. of Southern Calif.; Chief Deputy Co. Supt. of Sch., Los Angeles, Calif., since 1942.
- Walters, Paul E., A.B.'36, Fresno State Col.; Dist. Supt. of Union Elem. Sch., Soquel, Calif., since 1945.
- Wampler, W. Norman, A.B.'29, Intermountain Union Col.; A.M.'32, Univ. of Wash.; Ph.D.'46, Univ. of Southern Calif.; Supt. of Sch., Bellflower, Calif., since 1946.
- Wann, Loren Aldis, A.B.'36, San Jose State Col.; M.A.'48, Stanford Univ.; Supt. of Unified Sch. Dist., Paradise, Calif., since 1955.
- Warburton, T. Stanley, B.A.'32, Pomona Col.; M.A.'33, Claremont Col.; Ph.D.'55, Yale Univ.; Supt. of Union H. S., Jr. Col., and Adult Educ. Program, Fullerton, Calif.
- Washburn, David M., B.S.'32, M.S.'33, Oregon State Col.; Supt. of Memorial Union H. S. Dist., Moorpark, Calif., since 1953.
- Weibel, H. Z., B.S.'32, M.A.'36, Univ. of Nebr.; Supt., Jefferson Elem. Sch. Dist., Daly City, Calif., since 1951.
- Weller, Louise, A.B.'29, San Diego State Col.; M.A.'32, Univ. of Southern Calif.; Prin. of Benjamin Franklin Sch., San Diego, Calif., since 1929.
- Wennerberg, Carl Herbert, A.B.'37, Univ. of Redlands; Supt., Union H. S. Dist., Whittier, Calif., since 1949.

## CALIFORNIA

West, Guy A., A.B.'24, N.Mex. State Tchrs. Col.; M.A.'28, Univ. of Colo.; Ed.D.'31, Univ. of Calif., Berkeley; Pres., Sacramento State Col., Sacramento, Calif., since 1947.

Wheatley, Logan W., B.S.'29, M.A.'31, Univ. of Southern Calif.; Asst. Supt., Union H. S. and Jr. Col., Fullerton, Calif., since 1955.

Wheeler, Donald R., B.A.'46, Univ. of Calif., Los Angeles; M.S.'50, Univ. of Southern Calif.; Admin. Asst. in chg. of Personnel, City Sch., San Bernardino, Calif., since 1954.

Wheeler, (Mrs.) Geraldine R., A.B.'41, Fresno State Col.; Member, Bd. of Educ., Fresno, Calif., since 1949.

Whinnery, John Carroll, A.B.'32, Univ. of Calif., Los Angeles; M.A.'34, Occidental Col.; Supt. of Sch., Montebello, Calif., since 1945.

White, Burdette E., B.S.'38, M.S.'39, Univ. of Calif.; Supt. and Prin. of Union H. S., Perris, Calif., since 1953.

White, George V., A.A.'23, San Jose State Col.; A.B.'28, Stanford Univ.; Dist. Supt. of Elem. Sch., Burlingame, Calif., since 1945.

Wiemers, Lawrence A., B.S. in Ed.'34, Nebr. Wesleyan Univ.; M.S. in Ed.'43, Univ. of Southern Calif.; Dept. Supt., Union H. S., Oxnard, Calif., since 1948.

Wiens, Jacob F., A.B.'31, Fresno State Col.; M.S.'42, Ed.D.'50, Univ. of Southern Calif.; Dist. Supt. of Sch., Hemet, Calif., since 1951.

Willsey, Walter Orrin, B.E.'31, M.A.'42, Univ. of Calif., Los Angeles; Asst. Supt. of Unified Sch., Beverly Hills, Calif., since 1955.

Willhoit, A. J., B.A.'38, Ariz. State Col., Tempe; M.A.'55, Univ. of Redlands; Dist. Supt. of Sch., Fontana, Calif., since 1950.

Williams, James Henry, B.A.'29, Hardin-Simmons Univ.; M.A.'34, Ed.D.'43, Univ. of Southern Calif.; Supt. of Unified Sch. Dist., Glendale, Calif., since 1955.

Williams, Joseph Post, A.B.'33, Univ. of Colo.; M.A.'52, Stanford Univ.; Supt. of Tulare Co. Sch., Visalia, Calif., since 1949.

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Wolzack, Heiltje, Supt., Mono Co. Sch., Bridgeport, Calif., since 1950.

Wood, Lloyd K., B.S.'25, M.A.'31, Ph.D.'51, Univ. of Calif., Berkeley; Supt. of Sch., Santa Rosa, Calif., since 1941.

Wright, Frank Moore, A.B.'16, Whittier Col.; M.A.'30, Ed.D.'50, Univ. of Southern Calif.; Assoc. State Supt. of Pub. Instr., Sacramento, Calif., since 1947.

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Youngdahl, Willard, A.B.'34, Whittier Col.; M.A.'55, Los Angeles State Col.; Prin. of Elem. Sch., Covina, Calif., since 1955.

Youngs, Grant Barton, A.B.'29, Univ. of Calif., Berkeley; Asst. Supt., Plumas Co. Unified Sch. Dist., Quincy, Calif., since 1949.

Zeyen, Louis G., B.A.'43, Whittier Col.; M.S.'50, Univ. of Southern Calif.; Dist. Supt., Alamitos Sch., Garden Grove, Calif., since 1953.

Ziegler, Walter John, A.B.'41, Santa Barbara Col.; M.S. in Ed.'53, Univ. of Southern Calif.; Dist. Supt. of Sch., San Gabriel, Calif., since 1956.

### INSTITUTIONAL MEMBERS

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Library, Tulare Co. Schs., 204 N. Church St., Visalia, Calif.

Library, Univ. of Southern Calif., Los Angeles, Calif.

Professional Library, City Bd. of Educ., Los Angeles, Calif.

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Santa Barbara County Schools, Library, Educ. Serv. Center, Goleta, Calif.

Supt., San Diego Co. Sch., 209 Civic Center, San Diego, Calif.

Teachers Professional Library, c/o Bd. of Educ., Long Beach, Calif.

Univ. of Calif., Library, Serials Section, Los Angeles, Calif.

Ventura Union H. S. Dist., c/o Dr. John B. Crossley, Supt., Ventura, Calif.



Walnut Creek Schools. Attn: Dist. Supt.  
Sheldon Rankin, Walnut Creek, Calif.  
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### CANAL ZONE

Collinge, Roger Wilfred, A.B.'25, Lawrence  
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### COLORADO

Allen, Herbert E., B.A.'30, Nebr. State  
Tchrs. Col., Chadron; M.A.'36, Colo. State  
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Sch., Salida, Colo., since 1955.  
Angevine, Merrill L., A.B.'27, M.A.'36,  
Univ. of Denver; Supt. of Sch., Dist. 52,  
Lafayette, Colo., since 1934.  
Armstrong, Charles E., Jr., B.S.'31, Colo.  
Col.; M.A.'49, Univ. of Denver; Ed.D.  
'52, Columbia Univ.; Dir. of Planning  
Serv., Sch. Dist. 1, Denver, Colo., since  
1953.  
Asfahl, William D., M.A.'27, Univ. of Okla.;  
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tain Educ. Consulting Serv., Denver, Colo.  
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Baird, Dwight C., B.S.'28, Colo. A. and M.  
Col.; M.S.'36, Univ. of Colo.; Pres., Trin-  
idad State Jr. Col., Trinidad, Colo., since  
1946.  
Barbiero, Samuel M., A.B.'39, Colo. State  
Col. of Educ.; M.A.'44, Univ. of Colo.;  
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Barry, Royal Pierce, B.S.'24, Colo. A. & M.  
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Secy., Sch. Dist. 1, Denver, Colo., since  
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Baumunk, Lowell, M.A.'49, Colo. State Col.  
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Baxter, Dave, A.B.'41, M.A.'45, Western  
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Beattie, George Howard, A.B.'37, A.M.'42,  
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Bennett, Charles Willis, A.B.'39, M.A.'46,  
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Bethke, Paul G., M.A.'48, Colo. State Col.  
of Educ.; Supt. of Sch. Dist. 62, Tim-  
nath, Colo., since 1947.  
Bishop, William E., A.B.'31, Cotner Col.;  
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Boltz, Idris K., B.S.'29, Kansas State Tchrs.  
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Dist. 51, Grand Junction, Colo., since  
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Bostrom, Charles L., M.A.'54, Colo. State  
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Burbank, Natt B., A.B.'25, Univ. of Vt.;  
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Burkhard, Elmer L., M.A.'41, Colo. State  
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Logan Co. H. S., Sterling, Colo., since  
1953.  
Bush, Norris F., B.S. in Ed.'26, Central Mo.  
State Tchrs. Col.; M.A.'37, Univ. of Den-  
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Denver, Colo., since 1952.  
Butler, Leo William, A.B.'27, M.A.'31,  
Colo. State Col. of Educ.; Supt. of Sch.  
Dist. 8, Fort Lupton, Colo., since 1935.  
Canode, Willard A., B.S.'37, James Mill-  
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Cole, Alton, A.B.'35, Central State Col.,  
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Wells, Colo., since 1954.

# COLORADO

- Corray, Larry, B.S.'50, Bradley Univ.; A.M. '52, Colo. State Col. of Educ.; Supt. of Sch., Olney Springs, Colo., since 1954.
- Countrymen, Orville L., B.A.'32, McPherson Col.; M.Ed.'51, Univ. of Colo.; Supt. of Sch., Del Norte, Colo., since 1954.
- Dalton, Ruth E., M.A.'39, Univ. of Denver; Deputy Supt. of Sch., Aurora, Colo., since 1952.
- Davis, Donald P., B.A.'20, M.A.'30, Ph.D. '35, Univ. of Pittsburgh; Regional Rep., U. S. Office of Educ., Denver, Colo., since 1954.
- Davis, (Mrs.) Frances R., A.B.'41, M.A. '55, Univ. of Denver; Prin., Smith Elem. Sch., Denver, Colo., since 1955.
- Doherty, Thomas Bernard, A.B.'38, A.M.'42, Colo. State Col. of Educ.; Asst. Supt. of Sch., Colorado Springs, Colo., since 1950.
- Douglass, Harl R., A.B.'15, M.A.'21, Univ. of Mo.; Ph.D.'27, Stanford Univ.; Dir., Col. of Educ., Univ. of Colo., Boulder, Colo., since 1940.
- Dunning, Howard, B.A.'37, Northwestern State Col. (Okla.); M.A.'49, Western State Col. of Colo.; Supt. of Cripple Creek-Victor Sch. Dist. 1, Cripple Creek, Colo., since 1950.
- Dykstra, Herbert B., B.A.'48, Iowa State Tchrs. Col.; M.A.'56, Colo. State Col. of Educ.; Rep., Laidlaw Bros., Longmont, Colo., since 1955.
- Edwards, Walter L., B.S.'34, Iowa Wesleyan Col.; M.A.'50, Univ. of Iowa; Supt. of Sch. Dist. 30, Estes Park, Colo., since 1952.
- Ehrenkrook, Wymond J., A.B.'37, M.A.'46, Univ. of Denver; Prin., East H. S., Denver, Colo., since 1952.
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- Evans, E. F., M.A.'31, Univ. of Mich.; Supt. of Sch., Alamosa, Colo., since 1942.
- FitzSimmons, Warren B., A.B.'40, M.A.'45, Colo. Col.; Supt. of Sch., Adams City, Colo., since 1947.
- Franzen, Carl B., A.B.'36, Nebr. State Tchrs. Col., Kearney; M.A.'39, Univ. of Colo.; Supt. of Sch. Dist. 3, Fort Morgan, Colo., since 1952.
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- Garrison, Lloyd A., A.B.'26, M.A.'32, Colo. State Col. of Educ.; Ph.D.'40, Yale Univ.; Prof. of Educ., since 1946, Dean of the Grad. Col. and Dir. of the Sch. of Educ., Univ. of Denver, Denver, Colo., since 1949.
- Gates, Charles Oscar, B.S.'50, M.E.'54, Colo. A. & M. Col.; Supt. of Sch., La Porte, Colo., since 1955.
- Gilbreath, Ellis W., B.A. in Ed.'47, Central State Col. (Okla.); M.A.'51, Colo. State Col. of Educ.; Supt. of Consol. Sch., Pritchett, Colo., since 1951.
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- Grant, John A., B.S.'14, M.Ed.'45, Colo. A. & M. Col.; Supt. of Co. H. S., Julesburg, Colo., since 1945.
- Greear, Harold L., B.S.'28, M.S.'29, Colo. A. and M. Col.; Supt. of Union H. S., Yampa, Colo., since 1949.
- Grieder, Calvin, B.A.'27, Univ. of Dubuque; M.A.'36, Ph.D.'38, State Univ. of Iowa; Prof. of Sch. Admin., Col. of Educ., Univ. of Colo., Boulder, Colo., since 1940.
- Grimes, Leslie K., A.B.'22, A.M.'34, Univ. of Mo.; Ed.D.'44, Wash. Univ.; Supt. of Sch. Dist. 6, Greeley, Colo., since 1951.
- Hadley, Henry Hubert, M.A.'28, Colo. State Col. of Educ.; Hudson Centralized Sch., Hudson, Colo., since 1956.
- Halsted, Albert V., B.S.'28, Univ. of Nebr.; M.S.'34, Univ. of Colo.; Supt. of Sch., Berthoud, Colo., since 1955.
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- Harper, Don, Asst. Supt. of Sch., Englewood, Colo.
- Hartman, William F., A.B.'33, Nebr. State Tchrs. Col., Chadron; M.A.'37, Ed.D.'52, Colo. State Col. of Educ.; Dir. of Pub. Relations, Colo. State Col. of Educ., Greeley, Colo., since 1951.
- Haynie, Paul Douglas, B.A.'35, Univ. of Omaha; M.A.'37, Univ. of Nebr.; Supt. of Sch. Dist. 2, Cheyenne Wells, Colo., since 1955.
- Heacock, Elizabeth H., Prin., Smedley Elem. Sch., Denver, Colo.
- Heid, Bertha Elizabeth, Grad.Life'35, Colo. State Col. of Educ.; Supt. of Adams Co. Sch., Brighton, Colo., since 1948.
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- Hinkley, William C., M.A.'38, Univ. of Mich.; Supt. of Joint Sch. Dist. 28, Aurora, Colo., since 1949.
- Hoffman, Ruth Irene, B.A.'36, M.A.'37, Univ. of Colo.; Ed.D.'53, Univ. of Denver; Prin. of Berkeley Sch., Denver, Colo., since 1954.
- Holm, Peter C., A.B.'20, Colo. Col.; M.A. '27, Univ. of Denver; Asst. Supt. of Sch., Denver, Colo., since 1950.
- Homsher, Ruth Ann, A.B.'30, Colo. State Col. of Educ.; M.A.'50, Univ. of Denver; Prin. of Cory Elem. Sch., Denver, Colo., since 1947.
- Hughes, Mary E., A.B.'31, Univ. of Denver; A.M.'36, Columbia Univ.; Prin., Emerson Elem. Sch., Denver, Colo., since 1952.



- Hume, Ray C., B.S.'26, Univ. of Colo.; M.A.'34, Colo. State Col. of Educ.; Asst. Supt., Mesa Co. Valley Sch. Dist. 51, Grand Junction, Colo., since 1948.
- Johnson, Ellis Evans, A.B.'30, Univ. of Colo.; A.M.'41, Colo. State Col. of Educ.; Supt. of Jt. Consol. Sch. Dist. 50, Wiggins, Colo., since 1949.
- Johnson, Robert H., B.S.'43, Ala. State Tchrs. Col., Livingston; M.A.'48, Univ. of Ala.; Ed.D.'52, Colo. State Col. of Educ.; Supt. of Sch., Jefferson Co. Sch. Dist. R-1, Lakewood, Colo., since 1954.
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- Kearns, Norine S., A.B.'38, Univ. of Denver; M.A.'42, Tchrs. Col., Columbia Univ.; Prin., Carson Sch., Denver, Colo., since 1952.
- Kettle, Frances E., B.S.'17, Colo. A. & M. Col.; Supt. of Custer Co. Sch., Westcliffe, Colo., since 1948.
- Kimball, Raymond A., M.S.'46, Univ. of Denver; D.S.'41, Utah State Agr. Col.; Exec. Dir., Colo. Pub. Expenditure Council, Denver, Colo., since 1954.
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- Lackemann, Luise M., A.B.'38, Denver Univ.; Prin., Steck Elem. Sch., Denver, Colo., since 1948.
- Leake, James D., A.B.'25, B.S.'25, Drury Col.; M.A.'30, Univ. of Colo.; Ed.D.'49, Univ. of Denver; Dir., Evaluation and Guidance, Pub. Sch., Denver, Colo., since 1956.
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- Lester, Vincil S., M.A.'41, Colo. State Col. of Educ.; Supt. of Sch. Dist. 1, Cortez, Colo., since 1945.
- Lines, Gene A., A.B.'38, M.A.'48, Univ. of Denver; Suprv. of Publications, Pub. Sch., Denver, Colo., since 1954.
- Linville, Don Eugene, B.A.'49, Southwestern State Col.; M.A.'52, Western State Col. of Colo.; Supt. of Sch., Flagler, Colo., since 1953.
- Lundin, Ethel H., M.A.'51, Univ. of Denver; Prin., Columbine Sch., Denver, Colo., since 1952.
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- McKinney, Keats Raymond, A.B.'34, A.M.'35, Phillips Univ.; Ed.D.'52, Univ. of Okla.; Dean, Adams State Col., Alamosa, Colo., since 1953.
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- Manes, Charles V., B.A.'40, Univ. of Texas; M.A.'48, Hardin-Simmons Univ.; Asst. Comptroller, U.S.A.F. Academy, Denver, Colo., since 1954.
- Mathias, Henry Edwin, A.B.'23, A.M.'24, Univ. of Mo.; Dean of Admissions and the Summer Sch., Colo. Col., Colorado Springs, Colo., since 1953.
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- Miller, Graham R., E.M.'24, Colo. Sch. of Mines; M.S.'41, Colo. A. and M. Col.; Asst. Supt. of Sch. for Bus. Serv., Denver, Colo., since 1946.
- Miller, William L., A.B.'21, Drury Col.; A.M.'37, Univ. of Denver; Prin., Manual H. S., Denver, Colo., since 1949.
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- Monell, Ralph P., A.B.'26, A.M.'39, Colo. Col.; Supt., Sch. Dist. 1, Canon City, Colo., since 1950.
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# CONNECTICUT

- Mather, Richard B., B.A.'33, Yale Univ.; M.A.'40, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Bolton Schs., Manchester, Conn., since 1954.
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- Miller, Victor Robert, B.S.'49, N. Y. State Tchrs. Col., Cortland; M.A. Adm.'52, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Somers Sch., Somersville, Conn., since 1954.
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- Urban, Herman F., B.A.'30, Bowdoin Col.; M.Ed.'43, Bates Col.; Supt. of Sch., Seymour, Conn., since 1945.
- Vincenti, E. John, B.S.'50, Hillyer Col.; Asst. to Supt. of Sch. for Bus., Glastonbury, Conn., since 1950.
- Waggoner, Sherman G., B.A.'25, Ball State Tchrs. Col. (Ind.); M.A.'28, Ph.D.'32, State Univ. of Iowa; Dir. of Div. of Professional Educ., Tchrs. Col. of Conn., New Britain, Conn., since 1945.
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- Wallace, John W., B.A.'30, Syracuse Univ.; M.E.'40, Univ. of Vt.; Supt. of Sch., Newton, Conn., since 1951.
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- Walsh, Raymond James, B.A.'38, Wesleyan Univ.; Chmn., Dept. of Sch. Serv. and Publications, Wesleyan Univ., Middletown, Conn., since 1954.
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## CONNECTICUT

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- Wolfer, Wilfred C., Ed.D.'51, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Greenwich, Conn., since 1952.
- Woodmansee, Merle B., M.A.'45, Univ. of Conn.; Supt. of East and South Windsor Schs., Warehouse Point, Conn., since 1944.
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### INSTITUTIONAL MEMBERS

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## DELAWARE

- Adams, Albert W., A.B.'36, Univ. of Del.; M.A.'46, Bucknell Univ.; Supvg. Prin., John M. Clayton Sch., Dagsboro, Del., since 1948.
- Baltz, Austin D., B.S.'31, Allegheny Col.; M.Ed.'38, Univ. of Pittsburgh; Prin., Oak Grove Sch., Elsmere, Wilmington, Del., since 1948.
- Brewer, Joseph H., B.S.'35, Carnegie Inst. of Tech.; M.Ed.'48, Temple Univ.; Admin. Asst., P. S. du Pont H. S., Wilmington Del., since 1953.
- Burnett, Marguerite Hill, A.B.'10, Adelphi Col.; A.M.'13, Columbia Univ.; Dir. of Curriculum Development for Pub. Schs., and Dir. of Adult Educ., State Dept. of Pub. Instr., Wilmington, Del., since 1932.
- Clark, Zenas R., B.A.'20, Oberlin Col.; M.A.'29, Ph.D.'31, Tchrs. Col., Columbia Univ.; Admin. Asst., Pub. Sch., Wilmington, Del., since 1930.
- Crosby, Muriel, D.Ed.'51, Univ. of Md.; Asst. Supt. of Sch. and Dir. of Elem. Educ., Wilmington, Del., since 1951.
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Library, Ga. Tchrs. Col., Collegeboro, Ga.

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- Hudson, Earl, B.E.'39, Western Ill. State Col.; M.A.'43, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 4, Mendon, Ill., since 1948.
- Hufford, Gayle N., Ph.D.'37, Univ. of Chicago; Supt. of Sch., Joliet, Ill., since 1937.
- Hughes, Henry D., A.B.'08, LL.D.'52, Olivet Col.; A.M.'17, Univ. of Mich.; Mgr., Hughes Tchrs. Agency, Chicago, Ill.
- Hughes, James Monroe, A.B.'16, Ind. Univ.; M.A.'22, Columbia Univ.; Ph.D.'24, Univ. of Minn.; Dean, Sch. of Educ., Northwestern Univ., Evanston, Ill., since 1941.
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- \*Huth, Oscar Walter, B.Ed.'35, Wis. State Tchrs. Col., Milwaukee; M.A.'39, Northwestern Univ.; Supt. of Sch. Dist. 162, Matteson, Ill., since 1940.
- Ivins, George H., Acting Chmn., Roosevelt Univ., Chicago, Ill.
- Jackson, Andrew, A.B.'36, Union Univ.; M.A.'39, Univ. of Ill.; Prin. of Twp. H. S., Bismarck, Ill., since 1954.
- Jackson, David Munro, A.B.'48, A.M.'49, Univ. of Ill.; Ph.D.'56, Univ. of Chicago; Dean, Faculty of The North Shore Country Day Sch., Winnetka, Ill., since 1956.
- Jacobs, H. D., B.S. in Ed.'21, Kent State Univ. (Ohio); M.A.'33, Columbia Univ.; Supt. of Community Unit Sch. Dist. 300, Dundee, Ill., since 1947.
- James, Henry Thomas, B.S.'38, Wis. State Col., La Crosse; Ph.M.'39, Univ. of Wis.; Asst. Dir. of Midwest Admin. Center and Asst. Prof., Univ. of Chicago, Chicago, Ill., since 1954.
- Jeffries, U. B., A.B.'20, Ind. Univ.; M.A.'31, Univ. of Wis.; Supt., Twp. H.S., Carmi, Ill., since 1950.
- Jennings, Robert C., B.S.'22, M.A.'27, Col. of William and Mary; Supt. of Sch. Dist. 83, Melrose Park, Ill., since 1950.
- Jensen, Elmer A., B.Ed.'23, Ill. State Normal Univ.; M.S.'38, Univ. of Ill.; Ed.D.'42, Univ. of Mo.; Supt. of Sch., Knoxville, Ill., since 1943.
- Johnson, James B., M.A.'37, Univ. of Ill.; Supt. of Sch., Alton, Ill., since 1947.
- Johnson, Joyce W., Ph.B.'35, M.Ed.'40, Loyola Univ. (Ill.); Prin., Barnard and Vanderpoel Sch., Chicago, Ill.
- Johnson, Lowell Merwin, B.Ed.'39, Ill. State Normal Univ.; M.A.'48, Wash. Univ.; Supt., Community Unit Sch., Clinton, Ill., since 1956.
- Johnson, Russell D., A.B.'25, Augustana Col.; Asst. Supt. of Sch., Granite City, Ill., since 1934.
- Johnson, Wesley Albert, B.A.'21, Aurora Col.; M.A.'31, Univ. of Wis.; Supt. of Sch., Bensenville, Ill., since 1943.
- Jones, Guy M., Pub. Relations Dir., Natl. Sch. Studios of Minneapolis, since 1947. Address: Natl. Sch. Studios, Inc., Chicago, Ill.
- Jones, J. Morris, A.B.'17, C.M.'18, Univ. of Wales; Mng. Editor, *World Book Encyclopedia and Childcraft*, Chicago, Ill., since 1940.
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# ILLINOIS

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- Keehner, Paul F., B.S.'41, Univ. of Ill.; M.S.'52, Ind. State Tchrs. Col.; Supt. of Community Unit Sch. Dist. 4, Paris, Ill., since 1953.
- Keenan, Robert C., A.B.'20, J.D.'25, M.Ed.'37, Loyola Univ.; Dist. Supt. of Elem. Sch., Chicago, Ill., since 1941.
- Keener, Edward E., A.B.'14, Piedmont Col.; M.A.'17, George Peabody Col. for Tchrs.; Editor, Laidlaw Bros., Publishers, Chicago, Ill., since 1953.
- Kennel, Oran, B.A.'30, Zion Col.; Supt., Gavin Sch. Dist. 37, Ingleside, Ill., since 1942.
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- Kiester, Jackson A., M.S. in Ed.'51, Ind. Univ.; Supt. of Thornton Fractional Twp. H. S., Calumet City, Ill., since 1953.
- Kimmel, Ira Leon, M.A.'45, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 1, Winchester, Ill., since 1953.
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- Knoepfel, LeRoy J., B.A.'27, Carthage Col.; M.A.'35, State Univ. of Iowa; Supt., Proviso Twp. H. S., Dist. 209, Maywood, Ill., since 1954.
- Koelling, H. C., A.B.'29, Elmhurst Col.; M.A.'37, Washington Univ.; Supt. of Community Unit Sch., Red Bud, Ill., since 1943.
- Koontz, Wayne Eldon, A.B.'32, Culver-Stockton Col.; M.A.'37, Univ. of Mo.; Supt.-Prin. of Oakwood Twp. H. S., Fithian, Ill., since 1946.
- Krantz, Beatrice V., A.B.'29, Lake Forest Col.; A.M.'30, Columbia Univ.; Admin. Asst. and Dean of Girls, York Community H.S., Elmhurst, Ill.
- Krause, Victor C., B.S.'40, Concordia Tchrs. Col.; M.A.'47, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Concordia Tchrs. Col., River Forest, Ill., since 1950.
- Krutsinger, L. V., M.S.'33, Univ. of Ill.; Supt. of Sch., East Richland Community Unit Dist. 1, Olney, Ill., since 1948.
- Kuster, Warren D., B.Ed.'30, Ill. State Normal Univ.; A.M.'37, Univ. of Ill.; Supt. of Sch., Dwight, Ill., since 1948.
- LaGessee, Earle G., B.S.'41, M.Ed.'48, Loyola Univ.; Asst. Supt., Cook Co. Sch. Dist. 148, Dolton, Ill., since 1947.
- Lakemacher, Robert E., B.S.'26, LL.D.'53, Bradley Univ.; M.S.'35, Northwestern Univ.; Dist. Supt., Pub. Sch. Dist. 10, Chicago, Ill., since 1955.
- Lally, Ann M., B.A.'35, Mundelein Col.; M.A.'39, Ph.D.'50, Northwestern Univ.; Dir. of Art, Bd. of Educ., Chicago, Ill., since 1948.
- Lambert, Arthur F., B.S. in Ed.'44, M.S. in Ed.'50, Univ. of Ill.; Asst. Supt., Cook Co. Sch., Chicago, Ill., since 1952.
- Lane, Raymond H., B.Ed.'40, Eastern Ill. State Col.; M.A.'48, Univ. of Ill.; Supt. of Community Sch. Unit 40, Effingham, Ill., since 1950.
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- Latta, Cliff G., B.S.Ed.'51, Washington Univ.; Prin. of Maplewood Elem. Sch., East St. Louis, Ill., since 1951.
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- Lawson, Douglas E., A.B.'32, M.A.'33, Colo. State Col. of Educ.; Ph.D.'39, Univ. of Chicago; Prof. of Educ., Southern Ill. Univ., Carbondale, Ill., since 1955.
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- Lindstrom, Stan C., Pres., Superior Coach Sales Co., Evanston, Ill.
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- Llewellyn, Ralph C., B.S. in Archit. Eng. '06, Univ. of Ill.; Sch. Archt., Chicago, Ill.
- Lochbaum, W. Walter, M.S. in Ed.'50, Ill. State Normal Univ.; Curriculum Coordinator, Elem. Sch., Streator, Ill., since 1951.
- Lodge, Harry M., A.B.'35, Wash. Missionary Col.; Supt. of Educ., Ill. Conference of Seventh-day Adventists, Brookfield, Ill., since 1954.
- Loew, C. C., A.B.'28, Ill. Col.; M.A.'38, Wash. Univ.; Supt. of Sch., Urbana, Ill., since 1948.
- Loomis, Orson E., B.A.'17, Beloit Col.; M.A.'28, Univ. of Wis.; Prin. of Honeogah Community H. S., Rockton, Ill., since 1929.
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- Luthe, Roy M., B.S. in Ed.'51, M.S. in Ed.'53, Eastern Ill. State Col.; Supt. of Edwards Co. Schs. and Community Sch. Unit 1, Albion, Ill., since 1953.
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- McAllister, W. E., Ed.B.'43, Eastern Ill. State Col.; M.A.'49, Univ. of Ill.; Supt. of Sch., Centralia, Ill., since 1949.
- McCahey, Marie A., Ph.B.'27, Univ. of Chicago; M.Ed.'36, Loyola Univ.; Prin. of Hirsch H. S., Chicago, Ill., since 1942.
- McCall, H.R., B.S.'25, Southwest Mo. State Col.; A.M.'29, Ed.D.'43, Univ. of Mo.; Supt. of Sch. Dist. 61, Waukegan, Ill., since 1941.
- McCarthy, Frances, M.A.'37, De Paul Univ.; Prin. of Otis Elem. Sch., Chicago, Ill., since 1938.
- McCarty, Donald James, B.S.'49, M.A.'50, Columbia Univ.; Staff Assoc., Midwest Admn. Center, Univ. of Chicago, Chicago, Ill., since 1956.
- McConnell, Robert L., B.S.'27, M.S.'37, Univ. of Ill.; Supt. of Twp. H. S., Streator, Ill., since 1954.
- McCurrach, David, Exec. Mgr., Natl. Sch. Serv. Inst., Chicago, Ill., since 1954.
- McDavid, Fred C., B.S.'36, M.S.'41, Univ. of Ill.; Supt., Richwoods Community H. S. Dist. 312, Peoria, Ill., since 1955.
- McDonald, Paul Thomas, B.S.'49, Ed.M.'51, St. Louis Univ.; Assoc. Registrar, Ill. Inst. of Tech., Chicago, Ill., since 1956.
- McElroy, Gerald A., B.A.'27, Upper Iowa Univ.; M.A.'34, State Univ. of Iowa; Prin. of Twp. H. S., Palatine, Ill., since 1944.
- McGaughy, (Mrs.) Jean Barker, Ph.B.'18, Univ. of Chicago; Supt., Community Consol. Sch. Dist. 1, Barrington, Ill., 1947-56.
- McIntosh, William Ray, B.S.'20, M.A.'23, Northwestern Univ.; M.S.'32, Univ. of Ill.; Supt. of Sch., Rockford, Ill., since 1950.
- McKibben, J. D., B.S.'28, Univ. of Chicago; M.S.'40, Univ. of Ill.; Supt., R.O.V.A. Sch. Dist. 208, Oneida, Ill.
- McKnelly, Oren H., B.S.'32, Southwestern Mo. State Col.; B.A.'36, Murray State Col.; M.S.'39, Univ. of Ill.; Supt., Community Unit Sch. Dist. 4, Shelbyville, Ill., since 1951.
- McKnight, William W., Jr., B.S. in Commerce '38, Northwestern Univ.; McKnight and McKnight Educ. Publishers, Bloomington, Ill., since 1938.
- McLean, Richard C., Mgr., The A. N. Palmer Co., 902 S. Wabash, Chicago, Ill.
- McLure, William Paul, M.A.'32, Univ. of Ala.; Ph.D.'46, Tchrs. Col., Columbia Univ.; Dir., Bureau of Educ. Research and Prof. of Educ., Univ. of Ill., Champaign, Ill., since 1951.
- McMahon, (Mrs.) Edna T., S.B.'19, M.A.'40, Univ. of Chicago; Prin. of Bennett Sch., Chicago, Ill., since 1938.
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- McSwain, E. T., B.A.'19, Newberry Col.; M.A.'28, Ed.D.'38, Tchrs. Col., Columbia Univ.; Dean, Sch. of Educ., Northwestern Univ., Evanston, Ill., since 1948.
- McSwane, Clarence I., M.S. in Ed.'41, Ind. Univ., Bloomington; Supt. of Pub. Sch. Dist. 7, Wood Dale, Ill., since 1952.
- MacKenzie, Harold, A.B.'09, Wheaton Col.; A.M.'22, Univ. of Chicago; Supt. of Sch., Savanna, Ill., since 1940.
- Magers, Norma E., B.Ed., Chicago Tchrs. Col.; M.Ed., Loyola Univ. (Ill.); Prin., William H. Byford Elem. Sch., Chicago, Ill.
- Main, George Owen, B.Ed.'28, Western State Col. of Colo.; M.A.'33, State Univ. of Iowa; Supt. of Sch., Bradley, Ill., since 1955.
- Malan, William Russell, A.B.'22, Park Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Harrisburg, Ill., since 1935.
- Malone, James J., LL.B.'31, B.S. in Ed.'36, De Paul Univ.; M.Ed.'37, Loyola Univ.; Prin. of Sumner Sch., Chicago, Ill., since 1955.
- Mann, J. A., A.B.'28, Evansville Col.; A.M.'34, Univ. of Ill.; Supt. of Sch., Jacksonville, Ill., since 1952.
- Marinaccio, Anthony, B.Ed.'37, Tchrs. Col. of Conn.; M.A.'39, Ohio State Univ.; Ph.D.'49, Yale Univ.; Supt. of Sch., Kanakake, Ill., since 1955.
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- Martz, (Mrs.) Lorene Laingor, B.S.'31, Univ. of Ill.; M.S.'37, Ind. Univ.; Supt. of Bridgeview Sch. Dist. 109, Argo, Ill., since 1940.
- Masek, Albert S., B.S.'34, Univ. of Ill.; M.A.'41, Northwestern Univ.; Supt. of Sch. Dist. 99, Cicero, Ill., since 1953.
- Masiko, Peter, Jr., B.A.'36, Lehigh Univ.; M.A.'37, Ph.D.'39, Univ. of Ill.; Dean, Wright Jr. Col., Chicago, Ill., since 1959.
- \*Matthews, Don B., B.S.'46, M.Ed.'47, Univ. of Mo.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Supt. of Sch., Lebanon, Ill., since 1956.
- Mattiazza, Dominic Louis, B.S.'46, Univ. of Ill.; M.A.'50, Colo. State Col. of Educ.; Supt. of Pub. Sch., Oglesby, Ill., since 1950.
- Matzner, Gerhard C., B.A.'37, Augustana Col.; M.A.'40, Univ. of S. Dak.; Ph.D.'51, Cornell Univ.; Dir. of Research and Prof. of Educ., Eastern Ill. State Col., Charleston, Ill., since 1955.
- Maurello, Raymond Michael, B.Ph.'49, Univ. of Western Ontario (Canada); M.S.I.R.'53, Loyola Univ. (Ill.); Prin. of Sch., Chicago Ridge, Ill., since 1955.
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- Neal, Charles D., B.P.S.M.'37, M.S.'41, Ed.D.'48, Ind. Univ.; M.A.'45, Univ. of Ill.; Dir. of Tchrs. Tr., Southern Ill. Univ., Carbondale, Ill., since 1949.
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- Nicholas, Frank Charles, B.S., J.D., Northwestern Univ.; Sales Mgr., Sch. Equipment Div., The Brunswick-Balke-Collender Co., Chicago, Ill., since 1955.
- Nichols, Everette C., B.Ed.'31, Ill. State Normal Univ.; M.A.'37, Univ. of Ill.; Prin., Community H.S., Marengo, Ill., since 1949.
- Nickell, Vernon L., B.Ed.'29, Ill. State Normal Univ.; M.A.'32, Univ. of Ill.; Ed.D.'46, Ill. Wesleyan Univ.; State Supt. of Pub. Instr., Springfield, Ill., since 1943.
- Niehues, W. G., B.Ed.'31, Ill. State Normal Univ.; M.A.'38, Univ. of Iowa; Supt. of Consol. Sch., Plainfield, Ill., since 1948.
- Nojek, Harry F., Member of Bd., Rhodes Sch. Dist., Cook Co., Melrose Park, Ill., since 1951.
- Oates, Forrest R., B.Ed.'32, Southern Ill. Normal Univ.; M.A.'41, Univ. of Detroit; Prin., Community H. S., Nashville, Ill., since 1956.
- O'Connor, John D., M.S.'54, Northern Ill. State Tchrs. Col.; Tchg. Prin., Hampshire Grade Sch., Maple Park, Ill., since 1953.
- Oestreich, Arthur H., B.A.'33, Ripon Col.; M.A.'39, Ph.D.'49, Northwestern Univ.; Supt. of Sch., Kenilworth, Ill., since 1949.
- Ohlman, Aman L., M.A.'39, State Univ. of Iowa; Supt. of Sch. Dist. 120, Peoria Heights, Ill., since 1935.
- Ohm, Robert E., M.S.'40, Univ. of Wis.; Prin., The Lab. Sch., Univ. of Chicago, Chicago, Ill., since 1955.
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- Olsen, George S., B.S.'27, Univ. of Minn.; M.A.'37, Northwestern Univ.; Supt., Prin., Lyons Twp. H. S. and Jr. Col., La Grange, Ill., since 1942.
- Olsen, Hans C., A.B.'20, Nebr. State Tchrs. Col., Kearney; A.M.'22, Ph.D.'26, Columbia Univ.; Prof. of Educ., Eastern Ill. State Col., Charleston, Ill., since 1938.
- Olson, George A., Ph.B. in Ed.'30, Univ. of Chicago; M.S.Ed.'36, Northwestern Univ.; Prin. of Carl Schurz H. S., Chicago, Ill., since 1955.
- Olson, Norma Matheson, M.A.'49, Northwestern Univ.; Asst. Prin. of Elmwood Sch., Elmwood Park, Ill., since 1954.
- O'Malley, (Very Rev.) Comerford J., S.T.D.'29, Collegio Angelico, Rome, Italy; Pres., De Paul Univ., Chicago, Ill., since 1944.
- Orr, Robert H., A.B.'31, DePaul Univ.; M.S.'40, Ind. Univ.; Supt., Wabash Community Unit Sch. Dist. 348, Mt. Carmel, Ill., since 1955.
- Orton, Kenneth L., B.A.'39, Iowa State Tchrs. Col.; M.A.'54, Univ. of Wis.; Asst. Supt. of Sch., Rockford, Ill., since 1954.
- Osborn, L. G., B.S.'12, Shurtleff Col.; A.B.'14, M.A.'18, Univ. of Ill.; Ph.D.'38, Wash. Univ.; Supt. of Sch., East St. Louis, Ill., since 1953.
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- Page, Warren T., B.Ed.'41, Western Ill. State Col.; M.S.'49, Univ. of Ill.; Supt. of Community Unit Dist. 1, Gibson City, Ill., since 1956.
- Page, William J., Diploma '07, Chicago Tchrs. Col.; Ph.B. in Ed.'21, Univ. of Chicago; M.A. in Soc. Sci., Loyola Univ.; Supt. of Sch. Dist. 143, Midlothian, Ill., since 1953.
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- Parke, Wallace E., Ph.B.'30, Univ. of Chicago; M.A.'41, Univ. of Ill.; Supt., Orchard Place Sch., Des Plaines, Ill., since 1952.
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- Patton, James E., M.S.'36, Univ. of Ill.; Bus. Mgr. of Pub. Sch., Chicago Heights, Ill., since 1955.
- Pearson, Irving F., B.S. in Ed.'22, Univ. of Ill.; M.S. in Ed.'30, Northwestern Univ.; Exec. Secy., Ill. Educ. Assn., Springfield, Ill., since 1938.
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- Pease, James E., A.B.'29, LL.D.'53, Central Mich. Col. of Educ.; M.A.'37, Univ. of Mich.; Supt., Sch. Dist. 102, La Grange, Ill., since 1940.
- Peck, Jesse R., B.E.'38, Western Ill. State Tchrs. Col.; Supt. of Knox Co. Sch., Galesburg, Ill., since 1939.
- Perkins, Lawrence B., B.Arch.'30, Cornell Univ.; Partner, Perkins and Will; Chicago, Ill., since 1935.
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- Peterson, F. M., B.S.'24, M.S.'27, Univ. of Ill.; Supt. of Community H. S. Dist. 303, Pekin, Ill., since 1938.
- Peterson, Graydon L., B.E.'43, Northern Ill. State Tchrs. Col.; M.A.'50, Univ. of Ill.; Prin. of Community Consol. Grade Sch., Walnut, Ill., since 1941.
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- Pistor, Howard A., B.A.'51, McKendree Col.; M.A.'54, Wash. Univ.; Supvg. Elem. Sch. Prin., Cahokia Commonfields Sch. Dist., East St. Louis, Ill., since 1953.
- Pittman, Kenneth C., M.A.'38, Univ. of Ill.; Supt. of Sch. Dist. 61, Havana, Ill., since 1950.
- Platt, Frank K., B.E.'36, Northern Ill. State Tchrs. Col.; M.A.'41, Northwestern Univ.; Supt. of Elem. Sch., Peru, Ill., since 1945.
- Plimpton, Blair, S.B.'30, A.M.'38, Univ. of Chicago; Supt. of Community Consol. Sch. Dist. 64, Park Ridge, Ill., since 1947.
- Plude, Myron Joseph, Member, Bd. of Educ., Sch. Dist. 110, Chicago, Ill., since 1954.
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- Salisbury, Arnold W., B.A.'35, Iowa Wesleyan Col.; M.A.'41, State Univ. of Iowa; Supt. of Sch., Galesburg, Ill., since 1954.
- Sampson, Gladys E., Ph.B., Univ. of Chicago; M.A., De Paul Univ.; Prin. of Young Elem. Sch., Chicago, Ill., since 1946.
- Sanders, James Lavern, B.S.'51, M.A.'52, Sam Houston State Tchrs. Col.; Prin., Crab Orchard H. S., Marion, Ill., since 1955.
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- Sansone, Amerigo R., B.S. in M.E.'28, Ill. Inst. of Tech.; M.A.'37, Northwestern Univ.; Prin., Carver High and Elem. Sch., Chicago, Ill., since 1944.
- Savage, George F., B.S. in Ed.'32, Univ. of Ill.; M.A.'41, Northwestern Univ.; Supt. of Sch. Dist. 69, Skokie, Ill., since 1950.
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- Shafer, P.F., M.A.'38, Univ. of Ill.; Supt. of Sch. Dist. 185, Macomb, Ill., since 1941.
- Shane, Harold G., B.Ed.'35, Wis. State Tchrs. Col., Milwaukee; M.A.'39, Ph.D.'43, Ohio State Univ.; Prof. of Educ., Northwestern Univ., Evanston, Ill., since 1949.
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- Sheehy, John L., B.S. in Eng.'28, B.S. in Ed.'30, M.A.'40, De Paul Univ.; Asst. Dir. in Charge, Logan Continuation Sch., Chicago, Ill., since 1954.
- Shepherd, Warren P., M.S.'32, Univ. of Ill.; Supt. of Elem. Sch., Ottawa, Ill., since 1943.
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- Shute, Don D., M.S.'38, Univ. of Ill.; Asst. Supt. of Sch., East Peoria, Ill., since 1951.
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- Skornia, Harry J., A.B.'32, Mich. State Univ.; M.A.'33, Ph.D.'37, Univ. of Mich.; Dir., Kellogg Radio-TV Project, Univ. of Ill., and Exec. Dir., Natl. Assn. of Educ. Broadcasters, Urbana, Ill., since 1953.
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- Indiana State Library, Serials Section, 140 N. Senate Ave., Indianapolis, Ind.
- Library, Ball State Tchrs. Col., Muncie, Ind.
- Library, Purdue Univ.; c/o J. H. Moriarty, Lafayette, Ind.
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## IOWA

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- Cope, Earl R., M.A.'32, State Univ. of Iowa; Supt. of Sch., Iowa Falls, Iowa, since 1953.
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- Couchman, Gaylord M., B.A.'27, Des Moines Univ.; B.D.'34, McCormick Theol. Sem.; D.D.'45, Dubuque Univ.; Pres., Univ. of Dubuque, Dubuque, Iowa, since 1953.
- Davidson, Arthur Ole, B.A.'31, Luther Col.; M.A.'38, Univ. of Minn.; Ed.D.'52, Harvard Univ.; Vicepres., Luther Col., Decorah, Iowa, since 1954.
- Davis, Floyd A., A.B.'25, Nebr. State Tchrs. Col., Chadron; M.A.'37, Univ. of Nebr.; Supt. of Sch., Knoxville, Iowa, since 1945.
- \*Davis, Harvey H., A.M.'23, Ph.D.'28, State Univ. of Iowa; Prof. of Educ., since 1936, Chmn., Dept. of Educ., since 1937, and Provost, State Univ. of Iowa, Iowa City, Iowa, since 1950.
- DeKock, Henry C., B.A.'26, Central Col. (Iowa); M.A.'34, State Univ. of Iowa; Coordinator of Field Experience, State Univ. of Iowa, Iowa City, Iowa, since 1953.
- Douma, Frank W., A.B.'16, Hope Col.; M.A.'38, State Univ. of Iowa; Supt. of Sch., Ottumwa, Iowa, since 1936.
- Dunlavy, Donald Dewitt, B.A.'33, M.S.Ed.'41, Drake Univ.; Supt. of Sch., Decorah, Iowa, since 1955.
- Dunsmore, Gerald, B.S.'28, Iowa State Col. of A. & M.; M.S.'50, Drake Univ.; Supt., Wayne Co. Sch., Corydon, Iowa, since 1952.
- Eastman, Harry J., B.A.'27, Cornell Col.; M.A.'35, State Univ. of Iowa; Supt. of Sch., Charles City, Iowa, since 1956.
- Edgar, William John, B.A.'32, Upper Iowa Univ.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Grand Junction, Iowa, since 1947.
- Erickson, Dwight A., B.S.'34, Iowa State Tchrs. Col.; M.A.'41, State Univ. of Iowa; Supt. of Warren Co. Sch., Indianola, Iowa, since 1953.
- Esbeck, Leo J., B.S.'27, Iowa State Tchrs. Col.; M.A.'38, State Univ. of Iowa; Supt. of Community Sch., Ventura, Iowa, since 1944.
- Fallgatter, Florence A., B.S.'17, Univ. of Minn.; M.A.'27, Tchrs. Col., Columbia Univ.; Head, Home Economics Educ., Iowa State Col., Ames, Iowa, since 1938.
- Fannon, E. W., A.B.'13, Drake Univ.; M.A.'22, State Univ. of Iowa; Supt. of Sch., Centerville, Iowa, since 1918.
- Faris, Donald A., B.A.'32, Coe Col.; M.A.'46, Drake Univ.; Supt. of Sch., Belmond, Iowa, since 1946.
- Fauske, Sigvald D., B.A.'33, St. Olaf Col.; C.T.'37, B.Th.'37, Luther Theol. Sem.; Pres., Waldorf Col.; Forest City, Iowa, since 1956.
- Feelhaber, Carl T., M.A.'31, Columbia Univ.; Supt. of Sch., Fort Dodge, Iowa, since 1947.
- Fields, John Forrest, B.S.'49, M.S.'51, Iowa State Col. of A. & M. Arts; Supt. of Community Sch., West Branch, Iowa, since 1956.
- Filloon, Doyle F., B.A.'46, Buena Vista Col.; M.A.'50, Drake Univ.; Supt. of Sch., Lake City, Iowa, since 1952.
- Findley, W. C., A.B.'14, Bellevue Col.; M.A.'25, State Univ. of Iowa; Asst. Supt. of Sch., Des Moines, Iowa, since 1941.
- Formanek, Robert V., B.A.'40, Coe Col.; M.A.'46, Univ. of Iowa; Supt. of Sch., Ackley, Iowa, since 1955.
- Forney, W. Paul, B.A.'27, M.A.'42, State Univ. of Iowa; Supt. of Independent Sch. Dist., Carroll, Iowa, since 1955.
- Fuller, Albert C., B.A.'11, State Univ. of Iowa; LL.D., Buena Vista Col.; Dir. Emeritus, Bur. of Alumni Serv. and Pub. Sch. Relations, Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1947.
- Gaard, Robert C., B.A., Luther Col.; M.A., State Univ. of Iowa; Supt., Bremer Co. Sch., Waverly, Iowa, since 1954.
- Galbreth, W. Henry, B.A.'29, Upper Iowa Univ.; M.A.'36, State Univ. of Iowa; Asst. Exec. Secy. and Dir. of Publications, Iowa State Educ. Assn., Des Moines, Iowa, since 1941.
- Gambach, Ralph W., B.S.'36, Buena Vista Col.; M.A.'50, State Univ. of Iowa; Supt. of Consol. Sch., Tipton, Iowa, since 1953.
- Garbee, Eugene E., B.S.'31, Southwest Mo. State Col.; M.A.'33, George Peabody Col. for Tchrs.; Ed.D.'49, New York Univ.; Pres., Upper Iowa Univ., Fayette, Iowa, since 1952.
- Garner, Buford W., B.S.'39, Northwest Mo. State Col.; M.A.'46, Univ. of Kansas City; Supt. of Sch., Iowa City, Iowa, since 1952.
- Gettys, Joe L., B.A.'19, Grinnell Col.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Oskaloosa, Iowa, since 1947.
- Gill, Lester N., B.A.'20, Univ. of Denver; M.S.'33, Iowa State Col. of A. & M. Arts; Supt., Cedar Co. Sch., Tipton, Iowa, since 1948.
- Gividen, Noble J., B.S. in Ed.'41, Taylor Univ.; M.A.'51, Columbia Univ.; Supt., Co. Sch., Audubon, Iowa, since 1954.

- Gray, Basil D., B.A.'44, Iowa State Tchrs. Col.; M.S.'50, Iowa State Col. of A. & M. Arts; Supt. of Sch., Denver, Iowa, since 1953.
- Green, R. J., B.S.'29, Iowa State Tchrs. Col.; M.A.'38, Columbia Univ.; Supt. of Sch., Greenfield, Iowa, since 1940.
- Greenwood, Forest, M.A.'29, State Univ. of Iowa; Supt. of Springdale Consol. Sch., West Liberty, Iowa, since 1954.
- Gregersen, Clayton L., B.A.'49, Iowa State Tchrs. Col.; M.A.'52, Stanford Univ.; Supt. of Sch., Van Meter, Iowa, since 1954.
- Griewe, C. S., B.A.'23, Morningside Col.; M.A.'37, Univ. of Colo.; Supt. of Sch., Sac City, Iowa, since 1946.
- Grimes, A. B., B.S.'23, Coe Col.; M.A.'31, State Univ. of Iowa; Supvr. of Plant Facilities, Dept. of Pub. Instr., Des Moines, Iowa, since 1950.
- Hagman, Harlan Lawrence, B.E., Northern Ill. State Tchrs. Col.; M.A., Ph.D., Northwestern Univ.; Dean, Col. of Educ., Drake Univ., Des Moines, Iowa, since 1950.
- Hahn, Charles W., B.A.'39, Coe Col.; M.S. Ed.'48, Drake Univ.; Supt., North Scott Community Sch. Dist., Eldridge, Iowa, since 1956.
- Hall, Hampton T., B.S.'23, Iowa State Col. of A. & M. Arts; State Supvr. of Agrl. Educ., State Dept. of Pub. Instr., Des Moines, Iowa, since 1929.
- Halterman, Joe H., B.A.'38, Nebr. State Tchrs. Col., Peru; M.S. in Ed. Adm.'48, Drake Univ.; Supt. of Sch., Dunlap, Iowa, since 1951.
- Halverson, B. G., B.S.'33, Iowa State Col.; Supt. of Co. Sch., Carroll, Iowa, since 1948.
- Hancher, Virgil M., B.A.'18, J.D.'24, State Univ. of Iowa; B.A.'22, M.A.'27, Oxford Univ., England; LL.D.'41, Grinnell Col.; LL.D.'41, St. Ambrose Col.; L.H.D.'43, Cornell Col.; LL.D.'44, Northwestern Univ.; Litt.D.'44, Beloit Col.; LL.D.'49, Univ. of Southern Calif.; Pres., State Univ. of Iowa, Iowa City, Iowa, since 1940.
- Hansen, C. Arthur, B.S.'36, Buena Vista Col.; M.A.'47, State Univ. of Iowa; Supt. of Independent Sch. Dist., Mount Ayr, Iowa, since 1955.
- Harbaugh, Kenneth E., B.A.'33, Hastings Col.; M.A. in Ed.'45, Univ. of Nebr.; Supt. of Sch., Manson, Iowa, since 1951.
- Harold, John W., M.A.'42, State Univ. of Iowa; Supt. of Sch., Cedar Falls, Iowa, since 1955.
- Harris, Harold Francis, B.S.'49, Minn. State Tchrs. Col., St. Cloud; Masters '55, Univ. of Minn.; Supt. Consol. Sch. Dist., Cylinder, Iowa, since 1956.
- Harrison, Albert E., B.A.'04, Parsons Col.; Supt., Buena Vista Co. Sch., Storm Lake, Iowa, since 1915.
- Hartman, W. Harold, B.A.'28, Iowa State Tchrs. Col.; M.A.'38, State Univ. of Iowa; Supt., Black Hawk Co. Sch., Waterloo, Iowa, since 1948.
- Hartzell, Wylie W., B.A.'20, Simpson Col.; M.A.'37, State Univ. of Iowa; Supt. of Sch., Albion, Iowa, since 1937.
- \*Hawk, Rupert Adam, A.B.'24, Grinnell Col.; M.A.'34, State Univ. of Iowa; Assoc. Prof. of Econ., Controller, and Bus. Mgr., Grinnell Col., Grinnell, Iowa, since 1947.
- Hedemann, Robert Fred, M.A.'43, Univ. of Iowa; Supt., Columbus Community Sch., Columbus Junction, Iowa, since 1956.
- Hendrickson, Abner A., B.A.'26, Luther Col. (Iowa); M.A.'40, Univ. of Minn.; Supt., Howard Co. Sch., Cresco, Iowa, since 1943.
- Hendrix, Herschel J., A.B.'49, Ark. State Col.; M.E.'51, Ed.D.'54, Univ. of Miss.; Head, Dept. of Educ., Dir. of Extension, Upper Iowa Univ., Fayette, Iowa, since 1954.
- Herring, Findley M., A.B.'30, Ohio Northern Univ.; M.A.'48, George Peabody Col. for Tchrs.; Dean, Creston Jr. Col., Creston, Iowa, since 1956.
- Hetzl, Walter L., B.A.'29, Upper Iowa Univ.; M.A.'34, State Univ. of Iowa; LL.B.'38, Blackstone Col., Chicago, Ill.; Supt. of Sch., Ames, Iowa, since 1955.
- Heywood, Stanley John, B.A.'49, B.Ed.'49, Univ. of British Columbia; A.M.'52, Ph.D.'54, Univ. of Chicago; Chmn., Dept. of Tch. Educ., Coe Col., Cedar Rapids, Iowa, since 1954.
- Hilburn, W. C., B.S.'28, M.S.'40, Iowa State Col. of A. and M. Arts; Supt. of Sch., Estherville, Iowa, since 1953.
- Hoglan, John C., B.A.'23, M.A.'32, State Univ. of Iowa; Supt. of Sch., Marshalltown, Iowa, since 1946.
- \*Horn, Ernest, B.S.'07, A.M.'08, Univ. of Mo.; Ph.D.'14, Columbia Univ.; Prof. of Educ. and Dir., Univ. Elem. Sch., State Univ. of Iowa, Iowa City, Iowa, since 1915.
- Hornbuckle, Glen C., B.S.'32, Northwest Mo. State Col.; M.A.'40, Univ. of Mo.; Supt. of Community Sch., Anita, Iowa, since 1955.
- Hoth, Donald L., B.A.'37, Upper Iowa Univ.; M.A.'48, State Univ. of Iowa; Supt. of Consol. Sch., Lamont, Iowa, since 1950.
- Howell, Fannie G., B.A.'24, Marion Col. (Ind.); Supt., Floyd Co. Sch., Charles City, Iowa, since 1933.
- Hoyt, Cress O., A.B.'18, Grinnell Col.; M.A.'30, Columbia Univ.; Supt. of Sch., Des Moines, Iowa, since 1956.
- Huehn, Kermith S., B.S.'28, M.S.'54, Iowa State A. & M. Col.; Supt., Hardin Co. Sch., Eldora, Iowa, since 1954.
- Hungerford, J. B., B.A.'29, Upper Iowa Univ.; Supt. of Sch., Coggon, Iowa, since 1940.
- Hurwitz, John J., Supt. of Sch., Central City, Iowa.
- Izenberger, W. W., M.A.'48, State Univ. of Iowa; Supt. of Sch., Hudson, Iowa, since 1954.
- Iverson, Lowell I., B.A.'31, Luther Col.; M.A.'43, Univ. of Iowa; Supt. of Sch., Rockwell City, Iowa, since 1951.
- Jensen, Leroy Neal, B.A. Math.'39, Iowa State Tchrs. Col.; M.S. Educ. Admin.'49, Univ. of Southern Calif.; Supt. of Sch., Waverly, Iowa, since 1955.
- Johansen, Marvin J., B.A.'29, Iowa State Tchrs. Col.; M.A.'45, State Univ. of Iowa; Supt. of Sch., West Liberty, Iowa, since 1947.
- Johnson, Arthur A., B.A.'25, Morningside Col.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Muscatine, Iowa, since 1937.



- Johnson, Elmer L., B.A.'43, Iowa State Tchrs. Col.; M.S. in Ed.'47, Drake Univ.; Supt. of Sch., Anamosa, Iowa, since 1950.
- Johnson, Willard Hubert, B.A.'40, Nebr. State Tchrs. Col., Peru; M.A.'42, Drake Univ.; Supt. of Community Sch. Dist., Radcliffe, Iowa, since 1954.
- Johnson, Winfred Foote, A.B.'20, Aurora Col.; M.A.'27, Univ. of Wis.; Supt. of Sch., Spencer, Iowa, since 1940.
- Johnsten, Carsten T., B.A.'30, Iowa State Tchrs. Col.; M.A.'41, Colo. State Col. of Educ.; Supt. of Sch., Osage, Iowa, since 1948.
- Johnston, Charles J., B.S.'31, Buena Vista Col. (Iowa); M.A.'39, Univ. of Iowa; Supt. of Sch., Fort Madison, Iowa, since 1956.
- Jones, Benjamin, B.A.'22, Coe Col.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Tama, Iowa, since 1942.
- Jones, Burton Robert, M.A.'28, State Univ. of Iowa; Supt. of Sch., Creston, Iowa, since 1933.
- Jones, Kyle C., B.A.'28, M.A.'38, State Univ. of Iowa; Supt. of Sch., Grinnell, Iowa.
- Jorgensen, R. H., B.A.'32, Simpson Col.; M.A.'39, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ankeny, Iowa, since 1952.
- Kaskadden, Alfred A., B.A.'30, Penn. Col., Oskaloosa, Iowa; M.A.'36, Univ. of Iowa; Supt. of Sch., Oelwein, Iowa, since 1948.
- Kerstetter, William Edward, A.B.'30, LL.D.'54, Dickinson Col.; S.T.B.'39, Ph.D.'43, Boston Univ.; Pres., Simpson Col., Indianola, Iowa, since 1953.
- Killion, Ray A., B.A.'30, Drake Univ.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Harlan, Iowa, since 1946.
- Kingery, Albert L., B.S.'30, Iowa State Tchrs. Col.; Supt. of Consol. Sch., Ellsworth, Iowa, since 1952.
- Kinsey, Eldon O., B.A.'30, Buena Vista Col.; M.A.'42, State Univ. of Iowa; Supt. of Sch., Sioux Center, Iowa, since 1944.
- Kirkpatrick, Eliel Frank, B.Sc.'45, Parsons Col.; M.A. Ed.'50, State Univ. of Iowa; Supt. of Sch., Klemme, Iowa, since 1955.
- Kluckhohn, Harvey Nelson, B.A.'21, Des Moines Univ.; M.A.'28, State Univ. of Iowa; Litt.D.'54, Westmar Col.; Supt. of Independent Sch. Dist., Le Mars, Iowa, since 1928.
- Knezevich, Stephen J., B.S.'41, Wis. State Col., Milwaukee; M.S.'45, Ph.D.'51, Univ. of Wis.; Assoc. Prof. of Educ., State Univ. of Iowa, Iowa City, since 1954.
- Knutson, Howard, B.A.'37, Luther Col.; M.A.'50, D.Ed.'53, Univ. of Wyo.; Asst. Prof. of Educ., Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1953.
- Kruse, Vernon W., Supt., Marshall Co. Schs., Marshalltown, Iowa.
- Laing, Otto B., M.A.'30, State Univ. of Iowa; Supt. of Sch., Algona, Iowa, since 1932.
- Larson, Palmer Irving, B.A.'41, Luther Col.; M.S.'50, Drake Univ.; Supt. of Sch., Buffalo Center, Iowa, since 1950.
- Lashier, Richard Roe, M.S.'48, Univ. of Wis.; Supt. of Sch., Lytton, Iowa, since 1951.
- Lauger, Roger K., B.A.'34, Iowa Wesleyan Col.; M.Sc. in Ed.'46, Drake Univ.; Supt. of Sch., Emmetsburg, Iowa, since 1952.
- Lee, Amos C., B.A.'22, Drake Univ.; M.A.'34, State Univ. of Iowa; Supt. of Sch., West Des Moines, Iowa, since 1942.
- Lillard, D. R., B.A.'27, Morningside Col.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Winterset, Iowa, since 1942.
- Logan, Jack M., A.B.'15, Drake Univ.; M.A.'27, State Univ. of Iowa; Supt. of Sch., Waterloo, Iowa, since 1933.
- Logan, Lawrence A., B.A.'29, Drake Univ.; M.A.'35, State Univ. of Iowa; Supt. of Sch., Shenandoah, Iowa, since 1945.
- Lorber, George J., B.A.'40, Upper Iowa Univ.; M.A.'51, State Univ. of Iowa; Supt. of Independent Sch. Dist., Orange City, Iowa, since 1950.
- Lunan, Frank A., B.A.'17, Tarkio Col.; M.A.'24, State Univ. of Iowa; Supt. of Sch., Chariton, Iowa, since 1945.
- Lynch, E. B., B.A.'21, Iowa State Tchrs. Col.; M.A.'27, State Univ. of Iowa; Supt. of Sch., Red Oak, Iowa, since 1944.
- McBurney, John H., A.B.'20, Morningside Col.; M.A.'26, State Univ. of Iowa; Supt. of Sch., Webster City, Iowa, since 1944.
- McCombs, Newell D., A.B.'20, D.Ed.'43, Simpson Col.; M.A.'27, State Univ. of Iowa; LL.D.'44, Drake Univ.; Supt. of Sch., Des Moines, Iowa, 1941-56 (retired). Address: 2825 S. E. 14th St., Des Moines, Iowa.
- McCurdy, Melvin B., B.A.'29, Parsons Col.; M.A.'39, State Univ. of Iowa; Supt. of Sch., Jewell, Iowa, since 1954.
- McKinley, Donald W., M.S.'46, Drake Univ.; Supt. of Sch., Lake View, Iowa, since 1954.
- Manchester, Everett V., M.A.'49, Colo. State Col. of Educ.; Supt. of Sch., Graettinger, Iowa, since 1948.
- Martin, Charles Francis, B.A.'15, State Univ. of Iowa; Exec. Secy., Iowa State Educ. Assn., Des Moines, Iowa, since 1946.
- Martin, Harold W., B.S. Ed.'46, M.S. Ed.'47, Drake Univ.; Supt., Excelsior Twp. Consol. Sch. Dist., Lake Park, Iowa, since 1956.
- Martin, M. C., Supt. of Cerro Gordo Co. Sch., Mason City, Iowa.
- Maucker, James William, B.A.'33, Augustana Col.; M.A.'36, Ph.D.'40, State Univ. of Iowa; Pres., Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1950.
- Mease, Clyde D., M.A.'36, State Univ. of Iowa; Supt. of Sch., Humboldt, Iowa, since 1947.
- Messer, Harold C., B.S.'26, Parsons Col.; M.A.'30, State Univ. of Iowa; Supt. of Sch., Williamsburg, Iowa, since 1943.
- Miller, Kenneth William, B.A.'40, State Univ. of Iowa; M.E.'47, Drake Univ.; Asst. Supt., Polk Co. Sch., Des Moines, Iowa, since 1955.
- Molsberry, W. W., M.S.'39, Iowa State Col.; Supt., Keokuk Co. Sch., Sigourney, Iowa, since 1951.
- Moore, Marion Howard, B.A.'31, Upper Iowa Univ.; M.S. in Ed.'48, Drake Univ.; Supt. of Clermont-Elgin Consol. Sch., Clermont, Iowa, since 1943.
- Morrow, Warren R., M.S. in Educ.'49, Drake Univ.; Supt., Cass Co. Sch., Atlantic, Iowa, since 1953.

- Morse, A. S., A.B.'16, Knox Col.; M.A.'27, Univ. of Minn.; Supt. of Fayette Co. Sch., West Union, Iowa, since 1944.
- Mounce, James Rex, B.A.'19, Coe Col.; M.A.'24, State Univ. of Iowa; Supt. of Sch., Clinton, Iowa, since 1944.
- Mourer, Russel John, B.S.'18, Purdue Univ.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Council Bluffs, Iowa, since 1948.
- Moyers, A. Edison, B.A.'12, Tabor Col.; M.S.'22, Iowa State A. & M. Col.; Supt. of Sch., Menlo, Iowa.
- Mulford, Dale C., B.A.'50, Iowa State Tchrs. Col.; M.A.'53, Colo. State Col. of Educ.; Supt. of Community Sch., Sheffield, Iowa, since 1956.
- Nodland, Marvin T., B.A.'26, Cornell Col.; M.A.'35, State Univ. of Iowa; Supt. of Sch., Sioux City, Iowa since 1946.
- Norris, Ralph C., B.A.'28, M.A.'34, Colo. State Col. of Educ.; Supt. of Polk Co. Sch., Des Moines, Iowa, since 1945.
- Obermeier, M. H., B.S.'24, Iowa Wesleyan Col.; M.A.'39, Univ. of Mo.; Supt. of Sch., Tingley, Iowa, since 1950.
- Ogland, A. B., B.A.'34, Iowa State Tchrs. Col.; M.A.'41, State Univ. of Iowa; Supt. of Sch., Grundy Center, Iowa, since 1947.
- Ojemann, Ralph H., B.S.'23, M.S.'24, Univ. of Ill.; Ph.D.'29, Univ. of Chicago; Iowa Child Welfare Research Sta., State Univ. of Iowa, Iowa City, Iowa, since 1929.
- Orr, Gay A., B.A.'30, Iowa State Tchrs. Col.; M.A.'40, State Univ. of Iowa; Supt. of Sch., Spirit Lake, since 1952.
- Ortale, Louis Paul, M.A.'38, State Univ. of Iowa; Supt. of Mitchell Co. Sch., Osage, Iowa, 1946-56.
- Ortmeyer, H. W., B.A.'41, Cornell Col.; M.A.'49, Univ. of Denver; Supt. of Consol. Sch., Lohrville, Iowa, since 1953.
- Ortmeyer, William A., B.A.'13, Cornell Col. (Iowa); M.A.'32, State Univ. of Iowa; Supt. of Consol. Sch. Dist., Armstrong, Iowa, since 1922.
- Osborn, Wayland Wayne, B.A.'27, Coe Col.; M.A.'29, Ph.D.'39, State Univ. of Iowa; Dir. of Tchr. Educ. and Certification, State Dept. of Pub. Instr., Des Moines, Iowa, since 1942.
- Palmer, Donald D., B.S.'29, Iowa State Tchrs. Col.; M.A.'39, State Univ. of Iowa; Supt. of Sch., Brooklyn, Iowa, since 1952.
- \*Parker, Clyde, A.B.'30, Franklin Col.; A.M.'31, Ind. State Tchrs. Col.; LL.D.'53, Upper Iowa Univ.; Ed.D.'56, Ind. Univ.; Supt. of Sch., Cedar Rapids, Iowa, since 1946.
- Paschal, Harland L. R., B.S.'36, Parsons Col.; M.A.'40, State Univ. of Iowa; Supt. of Sch., Fort Madison, Iowa, 1945-56.
- Pence, William Guy, A.B.'12, B.S.'21, Northeast Mo. State Tchrs. Col.; M.S.'22, Univ. of Chicago; Supt. of Sch., Fairfield, Iowa, 1927-56, Tchrs., Sci. and Math., Jr. H. S., Fairfield, Iowa, since 1956.
- Peterson, Clifford C., A.B.'30, Iowa State Tchrs. Col.; M.A.'41, Iowa Univ.; Supt. of Sch., Indianola, Iowa, since 1951.
- Peterson, Elmer T., A.B.'17, Augustana Col.; A.M.'22, Tchrs. Col., Columbia Univ.; Ph.D.'27, State Univ. of Iowa; Dean, Col. of Educ., State Univ. of Iowa, Iowa City, Iowa, since 1946.
- Pickett, Louis L., A.B.'21, Mo. Wesleyan Col.; M.S.'23, Iowa State Col. of A. & M. Arts; Supt. of Sch., Ruthven, Iowa, since 1948.
- Pickett, Paul C., B.A.'36, Parsons Col.; M.A.'51, State Univ. of Iowa; Supt. of Sch., Fayette, Iowa, since 1953.
- Plank, Harold James, B.A.'39, Iowa State Tchrs. Col.; M.A.'50, State Univ. of Iowa; Supt. of Sch., Mount Vernon, Iowa, since 1953.
- Pond, Millard Zimmerman, A. B.'30, M.A.'38, Wittenberg Col.; Ph.D.'52, Ohio State Univ.; Supt. of Sch., Burlington, Iowa, since 1954.
- Poppen, Reint A., B.A.'30, Central Col.; M.A.'39, Northwestern Univ.; Supt. of Sch., Alton, Iowa, since 1939.
- Prehm, Ernest A., B.A.'17, Grinnell Col.; M.A.'29, State Univ. of Iowa; Supt. of Sch., Jefferson, Iowa, since 1947.
- Reed, Lula B., M.A. in Ed.'52, Univ. of Omaha; Supt., Montgomery Co. Sch., Red Oak, Iowa, since 1928.
- Reher, E. Paul, M.S. in Ed.'41, Univ. of N. Dak.; Supt. of Independent Sch. Dist., Waukon, Iowa, since 1955.
- Reppe, F. N., B.A.'36, Luther Col.; Ed.M.'47, Univ. of S. Dak.; Supt. of Sch., Bloomfield, Iowa, since 1956.
- Rideout, Clayton N., H. S., Wyoming, Iowa.
- Rowley, Kenneth Ray, B.A.'27, Morningside Col.; Supt., Butler Co. Sch., Allison, Iowa, since 1951.
- Schindler, Elmer Paul, B.A.'23, Iowa State Tchrs. Col.; M.A.'30, State Univ. of Iowa; Supt. of Story Co. Sch., Nevada, Iowa, since 1937.
- Schuchert, Richard Ray, B.A.'38, Iowa State Tchrs. Col.; M.A.'48, Drake Univ.; Supt. of Sch., Dike, Iowa, since 1949.
- Schuler, A. H., B.A.'32, Westmar Col.; M.A.'42, Colo. State Col. of Educ.; Supt. of Sch., Atlantic, Iowa.
- Seaton, Donald Francis, B.S.'29, Iowa State Col.; M.A.'38, State Univ. of Iowa; Supt. of Independent Sch. Dist., Boone, Iowa, since 1949.
- Sexton, Lloyd William, B.A. in Ed.'34, Nebr. State Tchrs. Col., Wayne; M.A. in Ed.'42, Univ. of Nebr.; Supt. of Sch., Cherokee, Iowa, since 1955.
- Shepoiser, Lawrence H., B.A.'32, Iowa State Tchrs. Col.; M.A.'39, State Univ. of Iowa; Supt. of Sch., Mason City, Iowa, since 1947.
- Shupp, Walter A., B.A.'17, Coe Col.; M.A.'42, State Univ. of Iowa; Supt., Linn Co. Sch., Cedar Rapids, Iowa, since 1936.
- Sikkink, Melvin I., M.A.'41, Northwestern Univ.; Supt. of Sch., Maquoketa, Iowa, since 1953.
- Simester, Lloyd A., B.A.'41, Cornell Col.; M.A.'52, State Univ. of Iowa; Supt. of Sch., Dunkerton, Iowa, since 1952.
- Simmons, Harold E., B.A.'47, Buena Vista Col. (Iowa); M.S.'50, Drake Univ.; Supt. of Sch., Adel, Iowa, since 1953.
- Sister Jean Marie Kann, O.S.F., Ph.D.'39, Yale Univ.; Pres., Briar Cliff Col., Sioux City, Iowa, since 1943.
- Smith, Lloyd H., B.S. in Ed.'25, Southeast Mo. State Col.; M.A.'31, Univ. of Mo.; Supt., Madison Co. Sch., Winterset, Iowa, since 1948.



- Snider, Frank J., B.S.'19, Iowa Wesleyan Col.; M.A.'28, State Univ. of Iowa; Supt., Johnson Co. Sch., Iowa City, Iowa, since 1937.
- Speas, Richard M., A.B.'27, William Penn Col.; M.A.'49, Univ. of Iowa; Supt. of Consol. Sch. Dist., Beaman, Iowa, since 1955.
- Spitzer, Herbert F., B.S.'30, North Texas State Col.; A.M.'32, Ohio Univ.; Ph.D. '38, State Univ. of Iowa; Dir., Univ. Elem. Sch., and Prof. of Educ., Col. of Educ., State Univ. of Iowa, Iowa City, Iowa, since 1938.
- Staven, LaVier LeRoy, B.A.'43, Carroll Col.; M.S.'50, Drake Univ.; Supt. of United Community Sch., Boone, Iowa, since 1955.
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# KANSAS

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- Smith, Carl M., A.B.'36, Col. of Emporia; M.S.'47, Kansas State Col.; Supt. of Sch., Clearwater, Kansas, since 1954.
- Soderstrom, LaVern W., A.B.'24, Bethany Col.; M.A.'34, Univ. of Kansas; Supt. of Sch., Lindsborg, Kansas, since 1931.
- Spong, Clarence R., Sc.B.'32, Ottawa Univ.; M.A.'39, Univ. of Kansas; Supt. of Sch. Dist. 22, Stafford, Kansas, since 1956.
- Stitt, Sam C., A.B.'39, Sterling Col.; M.S.'51, Kansas State Tchrs. Col., Emporia; Prin. of Rural H. S., Ellinwood, Kansas, since 1954.
- Strange, C. E., B.S.Ed.Adm.'26, Kansas State Tchrs. Col., Emporia; M.A.Ed.Adm.'36, Univ. of Chicago; Prin. of Wichita H. S., North Wichita, Kansas, since 1945.
- Streeter, Helen, M.A.'36, Tchrs. Col., Columbia Univ.; Dir. of Kdgn.-Primary Grades, Pub. Sch., Kansas City, Kansas, since 1936.
- Sward, John I., A.B.'23, Bethany Col.; A.M.'38, Colo. State Col. of Educ.; Supt. of Sch., Valley Center, Kansas, since 1937.
- Swartz, Daniel V., A.B.'31, Southwestern Col.; M.A.'38, Univ. of Colo.; Supt. of Sch., Great Bend, Kansas, since 1953.
- Taylor, Francis H., B.S. in Ed.'48, M.S.'52, Kansas State Tchrs. Col., Emporia; Prin. of Trego Community H. S., WaKeeney, Kansas, since 1954.
- Taylor, Ted Rollen, B.S.'29, M.S.'34, Kansas State Tchrs. Col., Pittsburg; Supt. of City Sch., Girard, Kansas, since 1939.
- Templer, Woodrow W., B.S.'36, M.S.'46, Kansas State Col.; Prin., Wichita Co. Community H. S., Leoti, Kansas, since 1953.
- Terrell, B. E., B.S.'34, Fort Hays Kansas State Col.; M.S.'39, Univ. of Kansas; Supt. of Pleasant Valley Elem. Sch., Wichita, Kansas, since 1953.
- Throckmorton, Abel F., A.B.'20, Southwestern Col.; M.A.'29, Univ. of Kansas; State Supt. of Pub. Instr. Topeka, Kansas, since 1949.
- Toalson, Frank Benton, A.B.'26, William Jewell Col.; M.A.'37, Univ. of Kansas; Supt. of Pub. Sch. Dist. 1, Dodge City, Kansas, since 1954.
- Tracy, Lester L., Jr., A.B.'39, Drury Col.; M.Ed.'49, Ed.D.'51, Univ. of Mo.; Dir. of Field Serv., Kansas State Tchrs. Col., Pittsburg, Kansas, since 1956.
- Twente, John W., A.B.'10, Central Wesleyan Col.; M.A.'16, Univ. of Kansas; Ph.D.'23, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Kansas, Lawrence, Kansas, since 1925.
- Vineyard, Jerry J., A.B.'21, William Jewell Col.; A.M.'27, Ed.D.'46, Univ. of Mo.; Supt. of Sch., Arkansas City, Kansas, since 1947.
- Wagner, Junior Simeon, B.S. in Ed.'48, Bowling Green State Univ.; M.Ed.'55, Univ. of Colo.; Supt. of Pub. Sch., Kensington, Kansas, since 1955.
- Wantland, Clarence Loren, B.S.'49, M.S.'49, Kansas State Tchrs. Col., Pittsburg; Prin. of Roesland Elem. Sch., Kansas City, Kansas, since 1953.
- Warren, B. Davis, B.A.'38, M.S.'54, Ed.D.'56, Univ. of Ark.; M.A.'48, Univ. of Texas; Asst. Prof. of Educ., Kansas State Tchrs. Col., Pittsburg, Kansas, since 1955.
- Warren, John M., M.A.'53, Western State Col. of Colo.; Supt. of Sch., Howard, Kansas, since 1954.
- Watkins, George Earl, A.B.'18, McPherson Col.; M.A.'30, Univ. of Kansas; Supt. of Sch., Paola, Kansas, since 1948.
- Wilbur, L. E., A.B.'28, Friends Univ.; Asst. Supt. in charge of Bus. Affairs, Bd. of Educ., Wichita, Kansas, since 1947.
- Wolfe, Charles G., M.A.'50, Fort Hays Kansas State Col.; Supt. of Pub. Sch. Dist. 75, Bucklin, Kansas, since 1955.
- Wolfe, William D., A.B.'17, Ed.D.'35, Col. of Emporia; M.E.'29, Univ. of Kansas; Supt. of Sch., Lawrence, Kansas.
- Wolgast, D. E., B.S.'22, Ottawa Univ.; M.E.'42, Univ. of Kansas; Supt. of Sch., Marysville, Kansas, since 1933.
- Wood, Lonnie N., B.S.'40, M.S.'41, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Independence, Kansas, since 1954.
- Wood, W. Clement, B.S.'35, Colo. A. & M. Col.; M.A.'39, Colo. State Col. of Educ.; Head, Dept. of Educ., Ft. Hays Kansas State Col., Hays, Kansas, since 1949.
- Wright, C. O., A.B.'20, A.M.'21, Univ. of Mo.; Exec. Secy., Kansas State Tchrs. Assn., Topeka, Kansas, since 1941.
- Wygle, Ralph William, M.S.'52, Kansas State Tchrs. Col., Emporia; Supt. of City Sch., Marion, Kansas, since 1954.
- Yancey, Huber V., M.A.'54, Western State Col. of Colo.; Prin. of Grade Sch., Satanta, Kansas, since 1954.
- Yeargan, Gordon A., A.B.'32, M.S.'40, Kansas State Tchrs. Col., Pittsburg; Supt. of Goodland Elem. Sch., and Sherman Community H. S., Goodland, Kansas, since 1952.
- York, George A., B.S. in Ed.'24, Kansas State Tchrs. Col., Pittsburg; M.E.'35, Univ. of Kansas; Supt. of City Sch., Osawatimie, Kansas, since 1924.

## INSTITUTIONAL MEMBERS

- City Teachers Club, City Bldg., Salina, Kansas.
- Forsyth Library, Fort Hays Kansas State Col., Hays, Kansas.
- Library, Order Dept., Kansas State Col. of Agr. and Applied Sci., Manhattan, Kansas.
- McCormick-Mathers Publishing Co., C. W. Park, 1501 E. Douglas, Wichita, Kansas.

## KENTUCKY

- Albright, A. D., A.B.'37, Milligan Col.; M.S.'38, Univ. of Tenn.; Ph.D.'51, N. Y. Univ.; Assoc. Dir., Southern States CPEA, since 1950, and Dir., Bureau of Sch. Serv., Col. of Educ., Univ. of Ky., Lexington, Ky., since 1954.
- Archer, M. L., B.S.'34, Univ. of Tenn.; M.A.'50, Univ. of Ky.; Supt., Scott Co. Sch., Georgetown, Ky., since 1952.
- Arnett, Edgar, A.B.'25, Univ. of Ky.; M.A.'30, Columbia Univ.; Supt. of Erlanger-Elsmere Schs., Erlanger, Ky., since 1930.
- Atwood, Rufus B., A.B.'20, Fisk Univ.; B.S.'23, Iowa State Col. of A. and M. Arts; M.A.'34, Univ. of Chicago; LL.D.'36, Lane Col., Pres., Ky. State Col., Frankfort, Ky., since 1929.
- Baker, James R., B.S.'50, Eastern Ky. State Col.; Supt., Jackson Co. Sch., McKee, Ky., since 1951.

# KENTUCKY

- Beck, Elton Wayne, A.B.'13, Coe Col.; M.A.'23, Ph.D.'37, State Univ. of Iowa; Supt. of Dependent Sch., Fort Campbell, Ky., since 1951.
- Belcher, Eddie W., A.B.'32, M.A.'36, Western Ky. State Col.; Dir., Div. of Curriculum, Bd. of Educ., Louisville, Ky., since 1953.
- Bell, Ira, Supt., Wayne Co. Sch., Monticello, Ky.
- Belt, R. A., B.S.'20, M.A.'37, Univ. of Ky.; Supt. of Sch., Dawson Springs, Ky., since 1936.
- Burkhead, Gilbert C., B.S.'29, Western Ky. State Tchrs. Col.; M.Ed.'45, Univ. of Louisville; Supt., Hardin Co. Sch., Elizabethtown, Ky., since 1934.
- Burns, F. T., B.S.'38, Western Ky. State Col.; Supt., Daviess Co. Sch., Owensboro, Ky., since 1945.
- Carmichael, Omer, A.B.'14, Univ. of Ala.; A.M.'24, Columbia Univ.; Supt. of Sch., Louisville, Ky., since 1945.
- \*Carr, John Wesley, A.B.'85, A.M.'90, Ind. Univ.; Ph.D.'13, New York Univ.; Pres., Dept. of Superintendence, 1905-06; Honorary Life Member, American Assn. of Sch. Admin. Address: State Tchrs. Col., Murray, Ky.
- Carter, Lewis Darrell, B.S.'47, M.A.'54, Western Ky. State Col.; Supt., Monroe Co. Sch., Tompkinsville, Ky., since 1952.
- Cawood, James Abraham, A.B.'32, Eastern Ky. State Col.; Supt., Harlan Co. Sch., Harlan, Ky., since 1932.
- Chambers, Henry Stum, B.S.'29, Western Ky. State Col.; Supt., McCracken Co. Sch., Paducah, Ky., since 1947.
- Cheek, William Arthur, B.S.'32, Eastern Ky. State Col.; M.A.'50, Univ. of Ky.; Supt., Lawrence Co. Sch., Louisa, Ky., since 1938.
- Chilton, William Dudley, A.B.'28, Georgetown Col. (Ky.); M.A.'40, Univ. of Ky.; Asst. Supt. of Sch. in chg. of Bus. Affairs, Louisville, Ky., since 1951.
- Clemons, C. T., A.B.'35, Western Ky. State Col.; Supt., Warren Co. Sch., Bowling Green, Ky., since 1955.
- Coffman, Ben F., A.B.'29, M.A.'40, Univ. of Ky.; Head, Bureau of Rehabilitation Serv., State Dept. of Educ., Frankfort, Ky., since 1956.
- Collins, Wilbur H., B.S.'41, Murray State Col.; Supt., Webster Co. Sch., Dixon, Ky., since 1954.
- Combs, Beckham, A.B.'29, Eastern Ky. State Col.; Supt., Knott Co. Sch., Hindman, Ky., since 1932.
- Creech, Ralph Garland, A.B.'31, Berea Col.; Supt. of Independent Sch., Liberty, Ky., since 1952.
- Crosthwait, Ted L., B.S.'38, M.A.'54, Morehead State Col.; M.S.'43, Calif. Inst. of Tech.; Dir. of Instructional Serv., Pub. Sch., Louisville, Ky., since 1954.
- Darnell, Bearl, M.A.'51, Murray State Col.; Supt., Fulton Co. Sch., Hickman, Ky., since 1953.
- Davis, Mitchell, M.A.'50, Western Ky. State Col.; Supt., Barren Co. Sch., Glasgow, Ky., since 1946.
- Davis, W. R., A.B.'31, Georgetown Col. (Ky.); M.A.'37, Univ. of Cincinnati; Supt. of Beechwood Sch. Dist., South Fort Mitchell, Ky., since 1935.
- Dennis, J. W., A.B.'34, Eastern Ky. State Col.; M.A.'49, Univ. of Ky.; Supt., Woodford Co. Sch., Versailles, Ky., since 1952.
- Deweese, James B., B.S.'32, Murray State Col.; Supt., Graves Co. Sch., Mayfield, Ky., since 1942.
- Dodson, James Marvin, B.A.'38, M.A.'42, Western Ky. State Col.; Exec. Secy., Ky. Educ. Assn., Louisville, Ky., since 1954.
- Duke, Joe P., B.S.'38, Western Ky. State Col.; M.A.'53, Murray State Col.; Supt., Independent Sch. Dist., Benton, Ky., since 1952.
- Dunn, D. Y., B.S. in Agr.'22, M.A.'29, Univ. of Ky.; 210 Bank of Commerce Bldg., Lexington, Ky.
- Estes, Kenneth A., M.A.'48, George Peabody Col. for Tchrs.; Supt. of Sch., Owensboro, Ky., since 1954.
- Evans, David M., B.A.'26, B.S.'26, M.A.'31, Ohio State Univ.; Asst. Supt. of Sch., Covington, Ky., since 1954.
- Evans, Henry R., B.S. in Ed.'34, Morehead State Col. (Ky.); M.S. in Ed.'41, Univ. of Ky.; Supt. of City Sch., Russell, Ky., since 1952.
- Eversole, Roy Grigsby, A.B.'29, M.A.'42, Univ. of Ky.; Supt. of Independent Sch. Dist., Hazard, Ky., since 1946.
- Farley, C. H., B.S.'28, Eastern Ky. State Col.; Supt., Pike Co. Sch., Pikeville, Ky., since 1934.
- Farley, Gene C., M.A.'50, Eastern Ky. State Col.; Supt. of City Sch., Glasgow, Ky., since 1953.
- Fiser, H. Barton, B.S.'41, M.A.'48, Murray State Col. (Ky.); Supt., Christian Co. Sch., Hopkinsville, Ky., 1948-56.
- Fiser, James Ernest, A.B.'31, Western Ky. State Col.; M.A.'46, Murray State Col.; Supt., Lyon Co. Sch., Eddyville, Ky., since 1952.
- Forsythe, Robert Preston, B.S.'40, M.A.'53, Western Ky. State Col.; Supt., Muhlenberg Co. Sch., Greenville, Ky., since 1953.
- Frazier, Chalmers H., B.S.'34, Berea Col.; M.A.'39, Univ. of Ky.; Supt. of Independent Sch. Dist., Prestonburg, Ky., since 1947.
- Galloway, (Mr.) Geraldine A., B.A.'41, M.A.'42, Univ. of Ill.; Prin. of H. S., (Menifee Co., Ky.), Fairfield, Ill., since 1952.
- Gentry, Richard Lee, B.S.'48, M.A.'52, Eastern Ky. State Col.; Supt. of Sch., Marion, Ky., since 1954.
- Gilbert, Ted C., A.B.'39, M.A.'47, Eastern Ky. State Col.; Head, Bureau of Admin. and Finance, State Dept. of Educ., Frankfort, Ky., since 1956.
- Gillaspie, Kenneth G., A.B.'24, Georgetown Univ.; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of City Sch., Georgetown, Ky., since 1952.
- Glenn, J. Marvin, B.A.'26, Ky. Wesleyan Col.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Independent Sch. Dist., Mayfield, Ky., since 1952.
- Goodpaster, Robert L., B.S.'47, M.S.'52, Univ. of Ky.; Supt., Bourbon Co. Sch., Paris, Ky., since 1956.
- Graham, James Bernard, A.B.'45, William Jewell Col.; M.A.'46, Univ. of Kansas; Supt., Nelson Co. Sch., Bardstown, Ky., since 1954.



- Guthrie, (Mrs.) Lucile Pickett, A.B.'42, Western Ky. State Col.; Supt., Green Co. Sch., Greensburg, Ky., since 1945.
- Hager, Cornelius R., A.B.'34, Asbury Col.; B.D.'38, Asbury Theol. Sem.; M.A.'41, Univ. of Ky.; Supt. of Jessamine Co. Sch., Nicholasville, Ky., since 1947.
- Hall, Charles James, A.B.'49, Univ. of Ky.; M.A.'53, Eastern Ky. State Col.; Supt., Pulaski Co. Sch., Somerset, Ky., since 1954.
- Hamilton, Thomas F., M.A.'42, Univ. of Ky.; Supt., Indep. Sch. Dist., Campbells-ville, Ky., since 1945.
- Haney, Ova O., A.B.'34, Morehead State Col.; Supt. LaRue Co. Sch., Hodgenville, Ky., since 1953.
- Harmon, Clarence D., B.S.'33, Eastern Ky. State Col.; M.A.'53, Univ. of Ky.; Supt., McCreary Co. Sch., Whitley City, Ky., since 1947.
- Hart, Charles W., B.S.'30, Eastern Ky. State Col.; M.S.'49, Univ. of Ky.; Supt. of Franklin Co. Sch., Frankfort, Ky., since 1954.
- Hartstern, Fred J., Architect, 200 McDowell Bldg., Louisville, Ky.
- Hecker, Stanley E., B.S.'47, Univ. of Cincinnati; M.A.'50, Ed.D.'53, Univ. of Ky.; Dir. of Research, State Dept. of Educ., Frankfort, Ky., since 1956.
- Henry, A. Read, B.F.A. in Archit.'36, Yale Univ.; Archt., Hartstern, Louis and Henry, Louisville, Ky.
- Hensley, A. T., M.S.'56, Univ. of Ky.; Acting Supt., Mercer Co. Sch., Harrodsburg, Ky., since 1956.
- Herr, Ben Buckner, A.B.'20, Transylvania Col.; M.A.'23, Columbia Univ.; Bus. Mgr., Secy. and Treasurer, Pub. Sch., Lexington, Ky., since 1934.
- Hogge, Glenmore, B.S.'36, Morehead State Col.; Supt. Bath Co. Sch., Owingsville, Ky., since 1954.
- Holland, William Laurence, A.B.'25, Centre Col.; M.A.'49, George Peabody Col. for Tchrs.; Supt. of City Sch., Fulton, Ky., since 1955.
- Horne, Verne P., Supt., Johnson Co. Sch., Paintsville, Ky.
- Johnson, Stanley W., Sr., M.A.'39, George Peabody Col. for Tchrs.; Supt. of Independent Sch. Dist., Henderson, Ky., since 1953.
- Johnston, (Mrs.) Lillian Bauer, A.B.'19, Georgetown Col.; Supt. of Independent Sch. Dist., Lebanon, Ky., since 1943.
- Jones, Earle D., A.B.'28, M.A.'41, Univ. of Ky.; Supt. of Independent Sch. Dist., Maysville, Ky., since 1956.
- Kincer, Charles L., B.S. in Ed.'48, Union Col.; M.S. in Ed.'51, Univ. of Ky.; Supvr. of Rural Sch. Improvement Project, Berea Col., Pine Mountain Sch., Pine Mountain, Ky., since 1953.
- Knuckles, William Letcher, Jr., A.B.'31, Union Col. (Ky.); M.A.'51, Univ. of Ky.; Supt. of Bracken Co. Sch., Brooksville, Ky., since 1951.
- Koffman, Gladstone, A.B.'15, Union Univ., (Tenn.); A.M.'28, Univ. of Chicago; Supt. of Sch., Hopkinsville, Ky., since 1932.
- Lassiter, Alford Lee, B.S.'19, Col. of William and Mary; M.A.'30, Columbia Univ.; Supt. of Sch., Richmond, Ky., since 1941.
- Lay, Jesse D., B.S.'32, Union Col. (Ky); M.A.'54, Univ. of Ky.; Supt., Knox Co. Sch., Barbourville, Ky., since 1950.
- Linville, Clyde, Supt. of Independent Sch. Dist., Mt. Vernon, Ky.
- McDonald, Roy, B.S.'34, Murray State Col.; M.A.'37, George Peabody Col. for Tchrs.; Supt., Trigg Co. Sch., Cadiz, Ky., since 1946.
- McGuire, Heman H., A.B.'38, Morehead State Col. (Ky.); Supt., Carter Co. Sch., Grayson, Ky., since 1938.
- Martin, Robert Richard, A.B.'34, Eastern Ky. State Col.; M.A.'40, Univ. of Ky.; Ed.D.'51, Tchrs. Col., Columbia Univ.; Supt. of Pub. Instr., State Dept. of Educ., Frankfort, Ky., since 1956.
- Meece, L. E., A.B.'31, M.A.'32, Ph.D.'38, Univ. of Ky.; Prof. of Educ., Univ. of Ky., Lexington, Ky., since 1941.
- Meece, O'Leary Melrose, A.B.'38, Western Ky. State Col.; M.A.'48, Univ. of Ky.; Supt. of Independent Sch., Somerset, Ky., since 1954.
- Milbern, Joda, M.A. in Ed.'50, Eastern Ky. State Col.; Supt., Lincoln Co. Sch., Stanford, Ky., since 1950.
- Miller, Douglas F., B.S.'50, M.A.'50, Eastern Ky. State Col.; Supt., Estill Co. Sch., Irvine, Ky., since 1950.
- Miracle, (Mrs.) Neureul Holt, B.S.'36, M.A.'50, Eastern Ky. State Col.; Supt., Rockcastle Co. Sch., Mt. Vernon, Ky., since 1948.
- Moore, W. J., A.B.'25, A.M.'28, Ph.D.'31, Univ. of Ky.; Dean, Eastern Ky. State Col., Richmond, Ky., since 1945.
- Motley, (Miss) George Alice, A.B.'47, Morehead State Col.; Supt., Menifee Co. Sch., Frenchburg, Ky., since 1947.
- Mutchler, Bradford Dean, B.S.'36, Western Ky. State Col.; M.A.'40, George Peabody Col. for Tchrs.; Asst. Supt. of Indep. Sch. Dist., Bowling Green, Ky., since 1956.
- Myles, William C., A.B.'49, Western Ky. State Col.; M.A.'53, George Peabody Col. for Tchrs.; Prin. of Eastern Jr. H. S., Owensboro, Ky., since 1954.
- Noe, Samuel VanArsdale, A.B.'22, Centre Col. of Ky.; M.A.'28, Columbia Univ.; Admin. Asst., Bd. of Educ., Louisville, Ky., since 1950.
- Norris, Thomas Joseph, A.B.'40, Ky. Wesleyan Col.; M.A.'51, Univ. of Ky.; Supt. of Independent Sch. Dist., Harrodsburg, Ky., since 1952.
- Oakley, Carlos, A.B.'31, M.A.'53, Western Ky. State Col.; Supt., Union Co. Sch., Morganfield, Ky., since 1948.
- O'Donnell, William F., A.B.'12, LL.D.'43, Transylvania Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Pres., Eastern Ky. State Col., Richmond, Ky., since 1941.
- Ogden, Frank J., A.B.'28, Ky. Wesleyan Col.; M.A.'41, Univ. of Ky.; Supt. of City Sch., Winchester, Ky., since 1948.
- Osborne, Ralph W., B.S. in Ed.'32, Mass. State Tchrs. Col., Bridgewater; M.Ed.'39, Boston Univ.; Ed.D.'53, Harvard Univ.; Supt. of Sch., Paducah, Ky., since 1954.
- Owens, Anderson D., B.A.'18, M.A.'25, Transylvania Col.; Ed.D.'39, Univ. of Cincinnati; Supt. of Sch., Newport, Ky., since 1925.

## KENTUCKY

- Pitt, (Rt. Rev. Msgr.) Felix Newton, B.A. '16, M.A.'17, St. Mary's Univ.; Ph.D.'33, Univ. of Fribourg (Switzerland); Exec. Secy., Catholic Sch. Bd., Louisville, Ky., since 1926.
- Pollock, Sam B., B.S.'23, Georgetown Col. (Ky.); M.A.'44, Murray State Col.; Supt., Hopkins Co. Sch., Madisonville, Ky., since 1952.
- Raburn, Lovey, A.B.'34, Western Ky. State Col.; Supt., Carlisle Co. Sch., Bardwell, Ky., since 1946.
- Ray, (Mrs.) Willie Cassell, A.B.'13, M.A.'30, Transylvania Col.; Supt. of Sch., Shelbyville, Ky., since 1930.
- Rayburn, J. D., B.S.'35, Murray State Col. (Ky.); M.A.'50, George Peabody Col. for Tchrs.; Supt. of City Sch., Providence, Ky., since 1949.
- Redding, Clarence D., B.A.'19, Georgetown Col.; M.A.'23, Univ. of Ky.; Supt. of City Sch., Frankfort, Ky., since 1939.
- Reiley, William Traver, B.S. in Ed.'41, Univ. of Cincinnati; M.A. in Ed.'48, Xavier Univ.; Supt. of Pub. Sch., Dayton, Ky., since 1950.
- Ridgway, John M., B.A.'31, Minn. State Tchrs. Col., Moorhead; M.A.'36, Univ. of Ky.; Supt. of Sch., Lexington, Ky., since 1951.
- Roberts, Herschel J., A.B.'36, M.A.'42, Eastern Ky. State Col.; Supt. of Dependent Sch., Fort Knox, Ky., since 1954.
- Robinson, John E., B.S.'39, Eastern Ky. State Col.; M.S.'47, Univ. of Ky.; Supt. of Sch., Danville, Ky., since 1952.
- Rocke, James M., A.B.'40, Georgetown Col.; M.A.'48, Univ. of Ky.; Supt. of Sch., Midway, Ky., since 1955.
- Rose, Holland, B.S.'32, Murray State Col.; M.A.'42, George Peabody Col. for Tchrs.; Supt., Marshall Co. Sch., Benton, Ky., since 1934.
- Ross, Alton, B.S.'35, M.A.'48, Murray State Col.; Supt., Oldham Co. Sch., La Grange, Ky., since 1950.
- Scott, Frank D., M.A.'30, Univ. of Ky.; Supt. of Fleming Co. Sch., Flemingsburg, Ky., since 1944.
- Smith, Roy B., A.B.'27, Transylvania Col.; M.A.'38, Univ. of Ky.; Asst. Supt. of Sch., Owensboro, Ky., since 1953.
- Snapp, Carlos V., A.B.'23, M.A.'32, Univ. of Ky.; Supt. of Sch., Jenkins, Ky., since 1929.
- Stephens, Roscoe, A.B.'54, M.A.'54, Univ. of Ky.; Supt. of Co. Sch., Greenup, Ky., since 1953.
- Stewart, Lawrence R., Supt. of Sch., Ashland, Ky.
- Stewart, Sedley, A.B.'41, Eastern Ky. State Col.; Supt., Lee Co. Sch., Beattyville, Ky., since 1943.
- Stewart, William Carl, M.A.'55, Morehead State Col.; Supt., Morgan Co. Sch., West Liberty, Ky., since 1950.
- Stock, Charles S., B.S. in Eng.'26, Princeton Univ.; Mgr., Unit Ventilator Products Div., American Air Filter Co., Inc., Louisville, Ky., since 1943.
- Stone, Talton K., B.A.'29, Eastern Ky. State Col.; M.A.'33, Univ. of Ky.; Supt. of Sch., Elizabethtown, Ky., since 1953.

- Sublett, James Lewis, A.B.'39, Transylvania Col.; M.A.'48, Univ. of Ky.; Asst. Supt. of Pub. Instr., State Dept. of Educ., Frankfort, Ky., since 1956.
- Swearingen, Orville L., A.B.'29, M.A.'55, Univ. of Ky.; Supt. of Independent Sch. Dist., Ferguson, Ky., since 1954.
- Swing, Glenn O., B.A.'16, M.A.'17, Ohio State Univ.; Supt. of Sch., Covington, Ky., since 1927.
- Taylor, Hilbert Ronald, M.A.'54, Western Ky. State Col.; Supt. of Independent Sch. Dist., Cloverport, Ky., since 1954.
- Taylor, Leonard C., A.B.'31, M.A.'40, Univ. of Ky.; Supt. of Sch., Mt. Sterling, Ky., since 1952.
- Thomasson, R. Case, A.B.'25, Centre Col. of Ky.; M.A.'36, Univ. of Ky.; Supt. of Sch., Middlesboro, Ky., since 1944.
- Thornton, Cecil Amos, B.S.'38, Union Col.; M.A.'52, Univ. of Ky.; Asst. Supt., Co. Sch., Harlan, Ky., since 1947.
- Trabue, Marion Rex, A.B.'11, Northwestern Univ.; M.A.'14, Ph.D.'15, Columbia Univ.; Prof. of Higher Educ., Col. of Educ., Univ. of Ky., Lexington, Ky., since 1956.
- Traylor, Milton O., B.S. Agr.'37, Western Ky. State Col.; M.S. Ed.'55, Univ. of Ky.; Supt., Gallatin Co. Sch., Warsaw, Ky., since 1953.
- Turner, (Mrs.) Marie R., A.B.'29, Morehead State Col. (Ky.); Supt., Breathitt Co. Sch., Jackson, Ky., since 1931.
- Turpen, Noah C., B.S.'29, Middle Tenn. State Col.; M.A.'32, George Peabody Col. for Tchrs.; Ed.D.'41, Tchrs. Col., Columbia Univ.; Supt. of Fayette Co. Sch., Lexington, Ky., since 1949.
- VanHoose, Richard, A.B.'35, Georgetown Col.; M.A. in Ed.'39, Univ. of Ky.; Supt., Jefferson Co. Sch., Louisville, Ky.
- Ward, (Mrs.) Emma B., A.B.'36, Univ. of Ky.; Supt., Anderson Co. Sch., Lawrenceburg, Ky., since 1948.
- Watson, Clay Vention, A.B.'25, Berea Col.; M.S.'41, Ind. Univ.; Supt., McLean Co. Sch., Calhoun, Ky., since 1952.
- Woods, Ralph H., Ph.B.'21, Berea Col.; B.S. in Agr.'23, M.A.'27, Univ. of Ky.; Ph.D.'30, Cornell Univ.; Pres., Murray State Col., Murray, Ky., since 1945.
- Woosley, Robert E., A.B.'34, Western Ky. State Col.; M.A.'50, Univ. of Ky.; Supt. of Independent Sch. Dist., Monticello, Ky., since 1952.
- Wright, George H., A.B.'27, Berea Col.; M.Ed.'42, Univ. of Cincinnati; Supt. of Independent Sch. Dist., Bellevue, Ky., since 1955.

## INSTITUTIONAL MEMBERS

- Johnson Camden Library, Morehead State Col., Morehead, Ky.
- Library, Eastern Ky. State Col., Richmond, Ky.

## LOUISIANA

- Becker, Ernest O., B.A.'16, M.A.'18, B.B.A.'20, Tulane Univ.; Asst. Supt. of Sch., New Orleans, La., since 1944.
- Boudreaux, Darryl Warren, B.A.'43, Southwestern La. Inst.; M.Ed.'51, Univ. of Colo.; Viceprin., H. S., Patterson, La., since 1955.



- Carmouche, Norman Edward, B.A.'27, M.A. '44, La. State Univ.; Supt. of Sch., Assumption Parish, Plattenville, La.
- Causey, John Perry, B.S.'32, George Peabody Col. for Tchrs.; M.A.'36, Tchrs. Col., Columbia Univ.; Supvr. of Morehouse Parish Sch., Bastrop, La., since 1955.
- Cayer, L. A., B.A.'25, La. Col.; Supt. of Sch., Avoyelles Parish, Marksville, La., since 1937.
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- Diehl, William Clarence, A.B.'23, Gettysburg Col.; M.Ed.'46, Univ. of Md.; Asst. Supt., Washington Co. Sch., Hagerstown, Md., since 1947.
- Dorn, Wesley Nicholas, A.B.'33, Gettysburg Col.; M.Ed.'47, Univ. of Md.; Ed.D.'53, Tchrs. Col., Columbia Univ.; Asst. Supt. for Bus. Affairs, Washington Co. Sch., Hagerstown, Md., since 1956.
- Drazek, Stanley Joseph, B.S.'41, N. Y. State Tchrs. Col., Oswego; M.A.'47, Ph.D.'50, Univ. of Md.; Assoc. Dean, Col. of Special Continuation Studies, Univ. of Md., College Park, Md., since 1955.
- Dunkle, Maurice Albert, B.S.'31, Alleghany Col.; M.A.'37, Tchrs. Col., Columbia Univ.; Supt. of Calvert Co. Sch., Prince Frederick, Md., since 1953.
- Dunn, Wendell E., A.B.'16, A.M.'27, Univ. of Wis.; Prin., Forest Park H. S., Baltimore, Md., since 1935.
- Fischer, John Henry, Diploma '30, Md. State Tchrs. Col., Towson; B.S.'40, Johns Hopkins Univ.; M.A.'49, Ed.D.'51, Tchrs. Col., Columbia Univ.; Supt. of Public Instr., Baltimore, Md., since 1953.
- Fisher, Hazel Luetta, B.S. in Ed.'21, Central Mo. State Col.; M.A.'28, Tchrs. Col., Columbia Univ.; Elem. Sch. Supvr., Harford Co. Sch., Bel Air, Md., since 1938.
- Fitzgerald, William Stewart, B.A.'13, St. John's Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Supt., Caroline Co. Sch., Denton, Md., 1940-56 (retired). Address: Denton, Md.
- Fowle, Albert Wesley, B. Elect. Eng.'32, Johns Hopkins Univ.; M.S.'40, Cornell Univ.; Prin. of H. S., Annapolis, Md., since 1950.
- Froelicher, Hans, Jr., A.B.'12, Haverford Col.; LL.B.'17, Univ. of Md.; Headmaster, Park Sch., Baltimore, Md., since 1932.
- Grau, Mary L., B.S.'31, D.Ed.'45, Johns Hopkins Univ.; M.A.'36, Tchrs. Col., Columbia Univ.; Supvr. of Elem. Educ., Montgomery Co. Sch., Rockville, Md., since 1948.
- Gwynn, Thomas Summers, Jr., A.B.'37, M.A.'38, Univ. of Md.; Asst. Supt. in chg. of Sch. Planning, Prince George's Co. Sch., Upper Marlboro, Md., since 1948.
- Hall, R. Milton, D.Ed.'37, Johns Hopkins Univ.; Prin., Clifton Park Jr. H. S., Baltimore, Md., since 1947.
- Hardesty, R. Bowen, A.B.'32, Randolph-Macon Col.; M.A.'34, Columbia Univ.; Pres., State Tchrs. Col., Frostburg, Md., since 1954.
- Hawkins, Earle T., B.A.'23, LL.D.'48, Western Md. Col.; M.A.'28, Columbia Univ.; Ph.D.'42, Yale Univ.; Pres., Md. State Tchrs. Col., Towson, Md., since 1947.
- Hawkins, Elmer T., A.B.'26, Morgan State Col.; A.M.'34, Hampton Institute; Prin., Garnett Sch., Chestertown, Md., since 1926.
- Hawkins, Willard Lee, A.B.'26, Western Md. Col.; A.M.'31, Univ. of Va.; LL.B.'35, LaSalle Extension Univ.; Supt. of Garrett Co. Sch., Oakland, Md., since 1954.
- Henry, William Edward, Ph.D.'45, Univ. of Pa.; Pres., Md. State Tchrs. Col., Bowie, Md., since 1942.
- Hurley, Charles F., B.S.'34, Mo. State Tchrs. Col., Maryville; M.A.'41, Tchrs. Col., Columbia Univ.; Prin., Hurlock H. S., East New Market, Md., since 1943.
- Idleman, Haven L., A.B.'29, Univ. of Ky.; A.M.'39, Univ. of W. Va.; Dir. of Guidance, Worcester Co. Sch., Snowhill, Md., since 1955.
- Jackson, Houston R., A.B.'27, LL.D.'53, Morgan State Col.; A.M.'37, Univ. of Pa.; Asst. Supt. of Sch., Baltimore, Md., since 1951.
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- MacCubbin, John Edward, B.S.'36, Md. State Tchrs. Col., Towson; M.Ed.'55, Western Md. Col.; Prin., Victory Villa Sch., Baltimore, Md., since 1954.



# MARYLAND

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- Murray, Loren L., Architect, 855 Pershing Drive, Silver Spring, Md., since 1945.
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- Newell, Clarence A., A.B.'35, Hastings Col.; A.M.'39, Ph.D.'43, Tchrs. Col., Columbia Univ.; Prof. of Educ. Admin., Univ. of Md., College Park, Md., since 1948.
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- Pyles, William Griffith, A.B.'38, Western Md. Col.; M.Ed.'48, Univ. of Md.; Prin. of Bethesda-Chevy Chase Sr. H. S., Bethesda, Md., since 1949.
- Rannels, Morris W., B.S.'38, Pa. State Tchrs. Col., Millersville; M.Ed.'48, Univ. of Md.; Supt., Cecil Co. Sch., Elkton, Md., since 1952.
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- Rhodes, Harry C., B.S.'35, Washington Col.; M.Ed.'47, Univ. of Md.; Supt., Queen Annes Co. Sch., Centreville, Md., since 1952.
- Rizer, Richard T., B.S.'24, M.A.'31, Univ. of Md.; Asst. Supt. of Sch., Cumberland, Md., since 1945.
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- Smith, George F., Jr., B.A.'17, Univ. of Richmond; M.A.'21, Univ. of Pa.; Dir., Educ. Supplies and Equipment, City Sch., Baltimore, Md., since 1929.
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Trice, Otis Milton, A.B.'30, Western Md. Col.; M.Ed.'46, Univ. of Maine; Assoc. Supt., Dorchester Co. Sch., Cambridge, Md., since 1952.

\*Van Zwoll, James A., A.B.'33, Calvin Col.; M.A.'37, Ph.D.'42, Univ. of Mich.; Prof. of Educ. Admin., Col. of Educ., Univ. of Md., College Park, Md., since 1948.

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Walton, John, A.B.'32, Transylvania Col.; M.A.'36, Univ. of Ky.; Ph.D.'50, Johns Hopkins Univ.; Chmn., Dept. of Educ., Johns Hopkins Univ., Baltimore, Md., since 1946.

Webster, Ralph R., B.S.'21, St. John's Col. (Md.); M.A.'29, Univ. of Md.; Supt., Allegany Co. Sch., Cumberland, Md., since 1952.

\*Whiteside, Harold C., B.S.'24, M.A.'26, Univ. of Pa.; Viceprin. of Cambridge H. S., Cambridge, Md.

Willis, Charles W., A.B.'30, Western Md. Col.; M.A.'34, Columbia Univ.; Supt., Harford Co. Sch., Bel Air, Md., since 1945.

Willis, William T., B.S.'30, Washington Col.; M.A.'35, Columbia Univ.; Asst. Supt. in chg. of Bus. Operations, Baltimore Co. Sch., Towson, Md., since 1954.

Wilson, Theodore Halbert, A.B.'07, A.M.'08, Ed.M.'28, Ed.D.'35, Harvard Univ.; S.T.B.'11, Union Theol. Sem.; Pres., Univ. of Baltimore, Baltimore, Md., since 1940.

Wise, (Mrs.) Jane Williams, A.B.'39, Barnard Col., Columbia Univ.; Member, Bd. of Educ., Co. Sch., Frederick, Md., since 1955.

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## INSTITUTIONAL MEMBER

Morgan State Col., Martin D. Jenkins, Pres., Baltimore, Md.

## MASSACHUSETTS

Abernethy, Thomas James, A.B.'17, Harvard Univ.; M.Ed.'34, Ed.D.'40, Boston Univ.; Supt. of Sch., Westfield, Mass., since 1947.

Agard, Irving H., B.A.'39, Lafayette Col.; Ed.M.'47, Mass. State Tchrs. Col., Fitchburg; Supt. of Sch., Wilbraham, Mass., since 1952.

Anderson, Edward J., B.A.'48, Ind. Univ.; M.A.'51, Tchrs. Col., Columbia Univ.; Supt. of Sch., Wayland, Mass., since 1955.

Anderson, Gerald W., B.S.'36, Pa. State Tchrs. Col., Lock Haven; M.A.'49, Tchrs. Col., Columbia Univ.; Professional Diploma '52, Columbia Univ.; Supt. of Sch., Mansfield, Mass., since 1950.

Anderson, Marion, B.A.'24, M.A.'26, Ph.D. '35, State Univ. of Iowa; Ginn and Co., Boston, Mass.

Anderson, Robert Henry, B.A.'39, M.A.'42, Univ. of Wis.; Ph.D.'49, Univ. of Chicago; Dir. of Elem. Sch. Apprentice Tchrg., Harvard Univ., Cambridge, Mass., since 1954.

Anketell, Richard N., A.B.'26, Bates Col.; M.Ed.'38, Boston Univ.; Supt. of Sch., Framingham, Mass.

Austin, George R., A.B.'33, Bates Col.; Ed.M.'41, Harvard Univ.; Supt. of Sch., Union 37, Middleboro, Mass., since 1941.

Bacon, Charles Edward, A.B.'96, Harvard Univ.; Publisher, Allyn and Bacon, Boston, Mass., since 1916.

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# MASSACHUSETTS

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- Bernard, James Arthur, B.A.'41, Hartwick Col.; M.A.'48, Ed.D.'53, Tchrs. Col., Columbia Univ.; Supt. of Sch., Easthampton, Mass., since 1956.
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- Blanchard, Milton C., B.S. in Ed.'40, M.Ed.'52, Tufts Col.; Supt. of Sch., Dartmouth, Mass., since 1952.
- Boland, Ruth F., B.A. in Ed.'31, Boston Univ.; M.A.'41, Tchrs. Col., Columbia Univ.; Ed.D.'46, Harvard Univ.; Dir., Bureau of Child Serv., Pub. Sch., Cambridge, Mass., since 1948.
- Boyden, George H., A.B.'05, Harvard Col.; Asst. Supt. of Sch., Worcester, Mass., since 1944.
- Brackett, Anthony G. L., B.S.'33, Middlebury Col.; Ed.M.'42, Ed.D.'55, Harvard Univ.; Supt. of Sch., Weston, Mass., since 1956.
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- Broadbent, Harvard H., A.B.'32, Ed.M.'34, Harvard Univ.; Supt. of Sch., Barnstable, Mass., since 1955.
- Buker, William H., A.B.'10, Bates Col.; M.A.'24, Columbia Univ.; Supt. of Sch., Union 26, since 1948, and Regional Supt., Wachuset Sch. Dis., Holden, Mass., since 1954.
- Burch, Robert L., B.A.'34, Iowa State Tchrs. Col.; M.A.'39, State Univ. of Iowa; Ph.D.'49, Duke Univ.; Assoc. Prof., Sch. of Educ., Boston Univ., since 1949, and Editor of Elem. Textbooks, Ginn & Co., Boston, Mass., since 1950.
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- Canty, William Paul, A.B.'22, Boston Col.; Ed.M.'32, Harvard Univ.; Supt. of Sch., Everett, Mass., since 1953.
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- Buikema, Benjamin J., A.B.'26, Western Mich. Col. of Educ.; M.A.'36, Univ. of Mich.; Supt. of Sch., Grand Rapids, Mich., since 1949.
- Buller, Lloyd William, Member, Bd. of Educ., Lansing, Mich.
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- Bush, W. R., A.B.'33, Central Mich. Col. of Educ.; Supt. of Hampton Twp. Sch. Dist. 3, Essexville, Mich., since 1948.
- Bushong, James W., B.S.'34, Pacific Univ.; M.Ed.'41, Ed.D.'53, Univ. of Oregon; Supt. of Sch., Grosse Pointe, Mich., since 1951.
- Buy, (Mrs.) Zada Irene, B.A.'31, Rockford Col.; Supt. of K-6 Co. Sch., Lansing, Mich., since 1953.
- Cameron, Charles S., B.A.'37, Kalamazoo Col.; M.A.'49, Univ. of Mich.; Supt. of Agrl. Sch., Chelsea, Mich., since 1952.
- Campbell, C. G., Pres. and Genl. Mgr., Kewaunee Mfg. Co., Adrian, Mich., since 1915.
- Campbell, Clyde M., Ph.D.'42, Northwestern Univ.; Prof. of Educ., Mich. State Univ., East Lansing, Mich., since 1945.
- Campbell, Thomas C., B.A.'47, Augustana Col. (S. Dak.); M.A.'51, Mich. State Univ.; Asst. Supt. of Instr., Lakeview Pub. Sch., St. Clair Shores, Mich., since 1956.
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- Carlson, Arnold O., A.B.'28, Mich. State Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., Scottville, Mich., since 1928.
- Carlson, Clemens E., B.S.'40, Northern Mich. Col. of Educ.; Supt., Bessemer Twp. Sch. Dist., Ramsay, Mich., since 1944.
- Carroll, Emma, Life Certif., B.S.'51, Wayne Univ.; Supt. of Carman Agrl. Sch. 7 Frl., Flint, Mich., since 1933.
- Carter, George R., A.B.'31, Central State Tchrs. Col. (Mich.); M.A.'40, Univ. of Mich.; Supt. of Area Sch., Clio, Mich., since 1931.
- Caswell, Gordon G., A.B.'38, Western Mich. Col. of Educ.; M.A.'43, Univ. of Mich.; Supt. of Sch., Kalkaska, Mich., since 1948.
- Caszatt, Gaylord, A.B.'43, Central Mich. Col. of Educ.; M.A.'47, Univ. of Mich.; Supt. of Fair Plain Sch., Benton Harbor, Mich., since 1956.
- Chambers, Harold Stephen, A.B.'22, Manchester Col.; A.M.'40, Univ. of Mich.; Supt. of Forest Hills Sch., Grand Rapids, Mich., since 1956.
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- Chittick, George Clayton, B.S.'35, Mich. State Col.; M.A.'53, Univ. of Mich.; Supt. of Pub. Sch., Cassopolis, Mich., since 1955.
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- Ciernick, Sylvia, B.A.'48, Mich. State Col.; Editor of Publications, Pub. Sch., Dearborn, Mich., since 1948.
- Clapp, Wilfred Franklin, B.A.'25, Kalamazoo Col.; M.A.'37, Univ. of Mich.; Asst. State Supt. of Pub. Instr., State Dept. of Pub. Instr., Lansing, Mich., since 1947.
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# MICHIGAN

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- Dunkel, Orville E., B.S.'21, Mich. State Col.; M.A.'26, Univ. of Mich.; Supt. of Sch., Farmington, Mich., 1939-43, and since 1946.
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- Elliott, Eugene B., B.S.'24, M.A.'26, Mich. State Col.; Ph.D.'33, Univ. of Mich.; LL.D.'36, Albion Col.; D.Ed.'37, Hillsdale Col.; Pres., Eastern Mich. Col.; Ypsilanti, Mich., since 1948.
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- Estes, King R., M.A.'42, Univ. of Mich.; Supt., Twp. Sch. Dist. 2, Oakwood Sch., Kalamazoo, Mich., since 1933.
- Evans, Richard D., M.A.'39, Univ. of Mich.; Supt., Ecorse Twp. Sch. Dist. 11, Melvindale, Mich., since 1953.
- Ewing, G. L., B.S.'32, Western Mich. Col. of Educ.; M.A.'44, Mich. State Col.; Supt. of Sch., Mayville, Mich.
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- Fausey, Dale C., A.B.'27, Western Mich. Col. of Educ.; M.A.'35, Mich. State Col.; Supt. of Sch., Hudson, Mich., 1951-56.
- Feaheny, Adele L., M.A.'34, Wayne Univ.; Critic-Prin., Poe Tchrs.-Tr. Sch., Wayne Univ., Detroit, Mich., since 1946.
- Featherstone, Richard Lee, B.F.A.'33, M.A.'48, Ph.D.'54, Ohio State Univ.; Asst. Supt. of Schs., Birmingham, Mich., since 1956.
- Fegley, Paul V., B.Ed.'35, Southern Ill. Univ.; M.A.'38, Washington Univ.; Supt. of Lakeview Consol. Sch., Battle Creek, Mich., since 1956.
- Fetherston, Roy, B.A.'23, Beloit Col.; M.A.'32, State Univ. of Iowa; Supt. of East Grand Rapids Sch., Grand Rapids, Mich., since 1949.
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- Francis, John R., A.B.'33, Central Mich. Col. of Educ.; M.A.'38, Univ. of Mich.; Supt., Sanilac Co. Sch., Sandusky, Mich., since 1938.
- Frost, C.A., B.A.'33, Western Mich. Col. of Educ.; M.A.'39, Univ. of Mich.; Supt. of Oakleigh Sch., Grand Rapids, Mich., since 1928.
- Fry, Lloyd C., B.S.'29, Western Mich. Col. of Educ.; M.A.'42, Univ. of Mich.; Supt. Godfrey-Lee Sch. Dist. 7, Grand Rapids, Mich., since 1944.
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- Griffiths, William H., B.S.'32, Western Mich. Col. of Educ.; M.A.'52, Univ. of Mich.; Supt. of Sch., Portland, Mich., since 1952.
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- Hetrick, Giles Dale, B.A.'49, Western Mich. Col. of Educ.; M.A.'51, Univ. of Mich.; Supt. of Northwood Sch. Dist. 15, Kalamazoo, Mich., since 1951.
- Hicks, John E., A.B.'30, M.A.'46, Univ. of Mich.; Supt. of Sch., Cheboygan, Mich., since 1954.
- Highlund, Everett C., B.S.'29, Alma Col.; M.A.'38, Mich. State Col.; Supt. of Sch., Homer, Mich., since 1949.
- Hilbert, Russel S., A.B.'29, Western Mich. Col. of Educ.; M.A.'32, Univ. of Mich.; Supt., Redford Union Sch., Detroit, Mich., since 1948.
- Hill, Bernard E., A.B.'49, Univ. of Toronto (Canada); Supt. of Sch., Gibraltar, Mich., since 1953.
- Holden, Ellsworth B., B.S.'23, Mich. State Col.; M.A.'34, Columbia Univ.; Educ. Consultant, Warren S. Holmes Co., Architects, Lansing, Mich., since 1947.
- Holloway, Hugh Horace, B.A.'39, M.A.'45, Mich. State Col.; Supt. of Pub. Sch., Sault Ste. Marie, Mich., since 1955.
- Holman, W. Earl, A.B.'29, Northern Mich. Col. of Educ.; M.A.'35, Univ. of Mich.; Prin. of H. S., Jackson, Mich., since 1943.
- Holmes, Harley W., A.B.'26, Western Mich. Col. of Educ.; M.A.'35, Albion Col.; Supt. of Sch., Marshall, Mich., since 1929.
- Holmes, J. E., A.B.'27, Western Mich. Col. of Educ.; A.M.'36, Univ. of Wyo.; Supt. of Sch., Spring Lake, Mich., since 1923.
- Hood, Carl, A.B.'24, Mich. State Normal Col.; M.A.'28, Univ. of Mich.; Prof. of Educ., Eastern Mich. Col., Ypsilanti, Mich., since 1946.
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- Hoyt, Carlyle G., B.S.'26, Middlebury Col.; Ph.D.'44, Yale Univ.; Supt. of Sch., Highland Park, Mich., since 1956.
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- Hungerford, E. J., A.B.'35, Western Mich. Col. of Educ.; M.A.'43, Univ. of Mich.; Supt., Brandon Twp. Sch. Dist. ortonville, Mich., since 1953.
- Hunter, Ballard, A.B.'31, Univ. of Ky.; Treas., Bd. of Educ., Ecorse Twp. Sch. Dist. 11, Melvindale, Mich., since 1950.
- Ireland, Dwight B., B.A.'26, M.A.'29, Ph.D. '38, Ohio State Univ.; Supt. of Sch., Birmingham, Mich., since 1942.
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- Jensen, Leo L., M.A.'41, Univ. of Mich.; Supt. of Sch., Saline, Mich., since 1943.
- Johnsen, Albert C., B.S.'33, Western Mich. Col. of Educ.; M.A.'39, Univ. of Mich.; Supt. of Sch., Willow Run, Mich., since 1952.
- Johnson, Eugene L., B.S.'28, Central Mo. Col., Warrensburg; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch. Dist. 2, Bloomfield Hills, Mich., since 1953.
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- Kaufman, Jennie M., M.A.'39, Univ. of Mich.; Supt., Ottawa Co. Sch., Grand Haven, Mich., since 1947.
- Kaulitz, Dale E., B.S.'43, M.A.'51, Mich. State Col.; Supt., Summerfield Twp. Sch., Petersburg, Mich., since 1952.
- Keicher, R. Frederic, B.S.'30, Western Mich. Col. of Educ.; M.S.'36, Univ. of Mich.; Supt. of Sch., Michigan Center, Mich., since 1939.
- Kennedy, Ernest Dale, B.A.'31, Central Mich. Col. of Educ.; M.A.'38, Univ. of Mich.; Ed.D.'52, Wayne Univ.; Assoc. Exec. Secy., Mich. Educ. Assoc., Lansing, Mich., since 1955.
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- Kleinert, Erwin J., A.B.'32, Mich. State Normal Col.; A.M.'39, Univ. of Mich.; Supt. of Sch., Rockford, Mich., since 1940.
- Knauff, Emil H., B.Th.'39, Walla Walla Col.; Prin. of Cedar Lake Acad., Cedar Lake, Mich., since 1954.
- Koczman, Rudolph, B.S.'49, M.S.'50, Univ. of Mich.; Supt., Britton-Macon Agrl. Sch., Britton, Mich., since 1953.
- Kohloff, Robert Paul, B.S.'48, Western Mich. Col.; M.A.'52, Mich. State Univ.; Supt., Clinton Valley Sch. Dist., Mt. Clemens, Mich., since 1955.
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- Lancaster, Earl R., B.S.'33, Adrian Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., St. Johns, Mich., since 1952.
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- Lathrop, Arthur Willis, B.S.'41, Western Mich. Col. of Educ.; Supt., Barry Co. Sch., Hastings, Mich., since 1943.
- Layman, Harry M., M.A.'47, Univ. of Mich.; Supt. of Area Sch., Birch Run, Mich., since 1935.
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- Loomis, Glenn E., A.B.'16, M.S.'25, LL.D.'47, Olivet Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Traverse City, Mich., since 1939.
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- Lubbers, Melvin B., A.B.'27, Hope Col.; M.A.'35, Univ. of Mich., Supt., White-lake Central Sch., Whitehall, Mich., since 1956.
- Lucas, Arthur Floyd, M.A.'37, Univ. of Mich.; Supt. of Pub. Sch., Durand, Mich., since 1947.
- Luyendyk, William A., A.B.'35, Univ. of Mich.; M.S.'48, Mich. State Univ.; Supt. Lincoln Sch. Dist. 4, Muskegon, Mich., since 1955.
- McAlvey, Donald G., B.S.'40, Central Mich. Col.; M.A.'49, Univ. of Mich.; Supt. of Community Sch., Almont, Mich., since 1951.
- McCall, Harlan R., A.B.'28, Albion Col.; M.A.'38, Univ. of Mich.; Head, Educ. Dept., Alma Col., Alma, Mich., since 1946.
- McCallum, Gladys, B.S.'31, Mich. State Normal Col.; M.A.'51, Mich. State Univ.; Supt., Livingston Co. Sch., Howell, Mich., since 1940.
- McCarthy, Julia M., M.A.'33, Univ. of Detroit; Supv. Prin., Burt Elem. Sch., Detroit, Mich.
- McCloy, Frank B., A.B.'32, Central Mich. Col. of Educ.; M.A.'46, Mich. State Col.; Supt., Twp. Sch. Dist., Montrose, Mich., since 1949.
- McClurg, Richard H., B.S. in C.E.'37, Wayne Univ.; Member, Bd. of Educ., West Bloomfield Sch., Keego Harbor, Mich., since 1952.
- McConkey, Jack C., M.A.'54, Mich. State Univ.; Supt., Meridian Twp. Sch. Dist. 7, East Lansing, Mich., since 1955.
- McCormick, George Norville, A.B.'36, Western Mich. Col. of Educ.; A.M.'50, Univ. of Mich.; Supt. of Ecorse Twp. Sch. Dist. 8, Wyandotte, Mich., since 1952.
- McCully, L. J., B.S.'36, Western Mich. Col. of Educ.; Bus. Agent, Pub. Sch., Bay City, Mich., since 1943.
- McDevitt, Joseph F., B.S.'36, Mich. State Univ.; Supt., Rural Agrl. Sch., Perry, Mich., since 1953.
- McDowell, James, A.B.'29, A.M.'40, Univ. of Mich.; Supt. of Sch., Tecumseh, Mich., since 1951.
- McHugh, (Mrs.) Evelyn C., Trustee, Bd. of Educ., East Detroit, Mich.
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- McLaughlin, H. Kenneth, B.S.'41, Central Mich. Col. of Educ.; M.A.'53, Western Mich. Col. of Educ.; Supt. of Community Sch. Dist. 50, Schoolcraft, Mich., since 1955.
- McLeary, Ralph D., B.S.'24, M.A.'30, Colby Col.; Ed.D.'53, Harvard Univ.; Supt. of Sch., Jackson, Mich., since 1953.
- McLeod, John A., B.A.'50, Alma Col.; M.A.'52, Univ. of Mich.; Supt. of Eastland Pub. Sch., Roseville, Mich., since 1955.
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- MacNaughton, Orison A., M.A.'30, Univ. of Mich.; Supt. of Sch., Howard City, Mich., since 1924.
- MacNeil, W. T., M.A.'40, Univ. of Mich.; Supt. of Sch., Munising, Mich., since 1951.
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- MacQueen, Paul O., B.S.'39, Mich. State Normal Col.; M.A.'51, Northwestern Univ.; Supt. of Sch., North Adams, Mich., since 1952.
- Manley, Frank James, B.S.'30, M.E.'37, Mich. State Normal Col.; M.A.'46, Univ. of Mich.; Dir., Mott Foundation Program, since 1934, and Asst. Supt. of Sch., Flint, Mich., since 1945.
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## MICHIGAN

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- Melby, Ernest O., B.A.'13, St. Olaf Col.; M.A.'26, Ph.D.'28, Univ. of Minn.; Distinguished Prof., Col. of Educ., Mich. State Univ., East Lansing, Mich., since 1956.
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- Munson, Eva, B.S.'35, Wayne Univ.; Prin., Van Zile Sch., Detroit, Mich., since 1943.
- Murphy, H. M., A.B.'23, M.A.'27, Univ. of Mich.; Supt., Haslett Rural Agr. Sch., Haslett, Mich., since 1948.
- Murrey, Benjamin J., B.A.'31, M.A.'33, Albion Col.; Supt., James Couzens Agr. Sch. Dist. 9, Bath, Mich., since 1954.
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- Nykerk, Glenn, A.B.'31, Hope Col.; A.M.'37, Univ. of Mich.; Supt. of Sch., Richland, Mich., since 1946.
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- Owen, John Willis, B.S.'33, Hillsdale Col.; M.A.'40, Univ. of Mich.; Supt., Twp. Sch. Dist. 4, Dearborn, Mich., since 1947.
- Page, John S., A.B.'22, M.A.'24, Univ. of Mich.; M.A. in Ed.'43, Mich. State Normal Col.; Supt. of Sch., Howell, Mich., since 1922.
- Park, Charles B., B.S.'25, Mich. State Col.; M.A.'35, Univ. of Mich.; Dir. of Special Studies, Div. of Field Serv., Central Mich. Col., Mt. Pleasant, Mich., since 1953.
- Patterson, Marvin, Member, Board of Educ., Grand Haven, Mich.
- Pepper, James N., A.B.'35, Mich. State Normal Col.; M.A.'41, Univ. of Mich.; Supt. of City Sch., Oak Park, Mich., since 1952.
- Pepyne, Edward Walter, B.A.'48, Amer. Internatl. Col.; M.S.'51, Univ. of Mass.; Asst. Prof., Tchr. Educ. Dept., Highway Traffic Safety Center, Mich. State Univ., East Lansing, Mich., since 1956.
- Pernert, Earl Maurice, B.S.'35, Central Mich. Col. of Educ.; M.A.'50, Mich. State Col.; Supt., Walton Twp. Unit Sch., Olivet, Mich., since 1955.
- Perri, Hugo, A.B.'50, Mich. State Normal Col.; M.A.'56, Univ. of Mich.; Supt., Twp. Sch. Dist. 3, Dearborn, Mich., since 1954.
- Peters, Clifford N., B.S.'56, Mich. State Normal Col.; Supt. of Phillips Sch., Muskegon, Mich., since 1944.
- Peters, (Mrs.) Fern Margaret, B.S.'54, Eastern Mich. Col.; Prin. of Sch., Twin Lake, Mich., since 1952.
- Peterson, George E., A.B.'30, Mich. State Normal Col., Ypsilanti; M.A.'38, Univ. of Mich.; Supt. of Sch., Fenton, Mich.
- Peterson, W. C., B.S.'36, Northern Mich. Col. of Educ.; M.Ed.'42, Univ. of Mich.; Supt. of Sch., Ishpeming, Mich., since 1952.
- Pfingst, Ralph A., A.B.'34, Western Mich. Col. of Educ.; M.Ed.'45, Wayne Univ.; Supt. of Sch., Marine City, Mich., since 1944.
- Phillips, A. J., A.B.'21, Albion Col.; M.A.'25, Ph.D.'33, Univ. of Mich.; Exec. Secy., Mich. Educ. Assn., Lansing, Mich., since 1936.
- Phillips, F. Roy, B.S.'14, Alma Col.; M.A.'29, Univ. of Mich.; Supt. of Sch., Alma, Mich., 1926-56 (retired). Address: 414 West End St., Alma, Mich.
- Pilatowicz, Clarence, B.S.'49, Western Mich. Col. of Educ.; Prin. of Brainard Elem. Sch., Dearborn, Mich., since 1952.
- Place, Earl H., A.B.'32, Hillsdale Col.; M.A.'37, Univ. of Mich.; Supt. of Sch., St. Joseph, Mich., since 1951.
- Plummer, Adelbert C., B.S.'47, Central Mich. Col. of Educ.; M.A.'50, Univ. of Mich.; Supt., North Huron Agr. Sch., Kinde, Mich., since 1955.
- Poelstra, Theodore C., Sch. Admin., Community Sch., Bancroft, Mich., since 1954.
- Poppink, William Arnold, A.B.'37, Hope Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Hillsdale, Mich., since 1954.
- Porter, Donald H., Bus. Mgr. of Sch., Ypsilanti, Mich.
- Porter, Milton C., B.S.'39, Mich. State Normal Col., Ypsilanti; M.A.'46, Univ. of Mich.; Supt., Lenawee Co. Sch., Adrian, Mich., since 1947.
- Pratt, Roger W., Th.B.'44, Atlantic Union Col.; M.A.'51, Seventh-day Adventist Theol. Sem.; Prin. of Adelpian Academy, Holly, Mich., since 1953.
- Pregitzer, Robert C., B.S.'52, Mich. State Normal Col.; M.A.'55, Eastern Mich. Col. of Educ.; Asst. Supt. of Elem. Educ., Romulus, Mich., since 1952.
- Proud, Philip John, B.S.'40, Western Mich. Col.; M.A.'49, Univ. of Mich.; Ed.D.'55, Tchrs. Col., Columbia Univ.; Educ. Consultant, Dept. of Pub. Instr., Lansing, Mich., since 1951.
- Puffer, K. Hart, B.S.'35, Western Mich. Col.; M.A.'49, Mich. State Univ.; Supt., Herbert Hoover Sch., Flint, Mich., since 1953.
- Purdum, Thomas Luther, A.B.'10, Centre Col.; M.A.'22, Ph.D.'25, Univ. of Mich.; Dir., Bureau of Appointments and Occupational Information, Univ. of Mich., Ann Arbor, Mich., since 1929.
- Quaal, Van Earl, A.B.'49, Northern Mich. Col. of Educ.; A.M.'52, Univ. of Mich.; Asst. to the Dean, Wayne Univ., Detroit, Mich., since 1953.

- Quarnstrom, Hagle, A.B.'23, M.A.'46, Univ. of Mich.; Supt. Delta Co. Sch., Escanaba, Mich., since 1946.
- Randall, Harry Bennett, B.S. in Ed.'38, Kansas State Tchrs. Col., Pittsburg; M.S. in Ed.'47, Univ. of Southern Calif.; Supt., Sch. Dist. 5, Holton, Mich., since 1953.
- Randels, James Wallace, M.A.'45, Univ. of Mich.; Supt., Dye Community Sch., Flint, Mich., since 1945.
- \*Rankin, Paul T., A.B.'15, M.Ed.'42, Mich. State Normal Col.; M.A.'21, Ph.D.'26, Univ. of Mich.; Asst. Supt. of Sch., Detroit, Mich., since 1943.
- Rather, A. A., A.B.'16, M.A.'24, Univ. of Mich.; M.Ed.'40, Mich. State Normal Col.; Supt. of Sch., Ionia, Mich., since 1917.
- Reed, Arlie A., M.A.'38, Northwestern Univ.; Supt. of Sch., Lake Orion, Mich., since 1952.
- Reed, (Mrs.) Helen Parker, B.S. in Ed.'31, M.A. in Ed.'34, Wayne Univ.; Dist. Admin. Asst., North Sch. Dist., Detroit, Mich., since 1951.
- Reeves, Floyd W., Ph.D.'25, Univ. of Chicago; Prof. of Educ. Admin., and Consultant to the Pres., Mich. State Univ., East Lansing, Mich., since 1953.
- Reyher, Myron Henry, A.B.'35, Alma Col.; M.A.'45, Mich. State Univ.; Supt. of Pub. Sch., St. Charles, Mich., since 1947.
- Rhoads, James H., B.S.'42, M.A.'44, Texas Christian Univ.; Prin., Battle Creek Acad., Battle Creek, Mich., since 1955.
- Rich, Dwight H., A.B.'19, Kalamazoo Col.; M.A.'27, Columbia Univ.; Supt. of Sch., Lansing, Mich., since 1945.
- Richards, George H., M.A.'49, Mich. State Col.; Supt. of Consol. Sch., Okemos, Mich., since 1951.
- Richardson, Robert Dean, B.A.'36, Mich. State Normal Col.; M.A.'54, Univ. of Mich.; Supt. of Rural Agr. Sch., Oscoda, Mich., since 1954.
- Righter, Arthur L., B.A.'30, Western Mich. Col.; M.A.'32, Univ. of Mich.; Supt. of Sch., Frankfort, Mich., since 1944.
- Rigotti, Alton P., M.S.'51, Stout Inst.; Supt., Garfield Twp. Sch., Engadine, Mich., since 1951.
- Rittenhouse, Floyd Oliver, B.A.'28, Emmanuel Missionary Col.; M.A.'32, Ph.D.'47, Ohio State Univ.; Pres., Emmanuel Missionary Col., Berrien Springs, Mich., since 1956.
- Robichaud, Hamilton J., A.B.'34, Northern Mich. Col. of Educ.; M.A.'41, Univ. of Mich.; Supt., Dearborn Twp. Sch. Dist. Frl. 8, Inkster, Mich., since 1942.
- Robinson, Allen G., M.A.'39, Univ. of Mich.; A.B.'31, Greenville Col.; Supt. of Sch., Coopersville, Mich., since 1948.
- Robinson, Bertha L., M.A.'39, Univ. of Mich.; Supt., East Jackson Sch., Jackson, Mich., since 1942.
- Robinson, George R., M.A.'30, Univ. of Mich.; Supt. of Sch., Hazel Park, Mich., since 1952.
- Robinson, Miles W., B.S.'29, Western Mich. Col. of Educ.; M.A.'39, Wayne Univ.; Supt. of Sch., Menominee, Mich., since 1950.
- Robinson, Roy Edward, A.B.'25, Central Mich. Col. of Educ.; A.M.'37, Univ. of Mich.; Supt. of Sch., Ferndale, Mich., since 1947.
- Roe, Merlin D., A.B.'39, Western Mich. Col. of Educ.; M.A.'49, Wayne Univ.; Supt., Redford Twp. Sch. Dist., Detroit, Mich., since 1948.
- Roesch, Winston L., B.S. in Ed.'34, M.S. in Ed.'35, Univ. of Idaho; Ph.D.'49, Univ. of Mich.; Asst. Prof. of Educ., Univ. of Mich., Ann Arbor, Mich., since 1952.
- Rollin, Russell A., Life Certificate '21, Mich. State Normal Col.; B.S.'44, Central Mich. Col. of Educ.; Supt. of Co. Sch., Tawas City, Mich., since 1939.
- Roon, Eugene Russell, B.S.'50, Western Mich. Col. of Educ.; Supt. of Pub. Sch., Pottsville, Mich., since 1953.
- Rosecrance, Francis Chase, A.B.'20, Lawrence Col.; Ph.D.'36, Northwestern Univ.; Dean, Col. of Educ., Wayne Univ., Detroit, Mich., since 1956.
- Ross, Meta M., Prin., Grayling Sch., Detroit, Mich., since 1930.
- Rossman, James H., B.S.'47, Mich. State Normal Col.; Supt., Springfield Sch., Battle Creek, Mich., since 1948.
- Rottschaefer, John H., A.B.'42, Calvin Col.; M.A.'52, Univ. of Mich.; Supt. of Pub. Sch., Pentwater, Mich., since 1954.
- Sangren, Paul V., A.B.'21, Mich. State Normal Col.; A.M.'22, Ph.D.'26, Univ. of Mich.; Pres., Western Mich. Col., Kalamazoo, Mich., since 1936.
- Schalm, Paul A., A.B.'23, A.M.'31, Univ. of Mich.; Supt. of Sch., Clawson, Mich., since 1943.
- Scharer, Clarence F., M.A.'41, Univ. of Mich.; Supt. of Sch., Mt. Morris, Mich., since 1954.
- Scheltema, Charles A., B.S.'39, Western Mich. Col. of Educ.; M.A.'43, Univ. of Mich.; Supt., Bedford Rural Agr. Sch., Temperance, Mich., since 1952.
- Schickler, Clyde K., B.S.'27, Mich. State Col.; M.A.'39, Wayne Univ.; Supt. of Sch., Lapeer, Mich., since 1946.
- Schindler, John David, B.S.'54, Western Mich. Col. of Educ.; Supt. of Sch., Ottawa Lake, Mich., since 1955.
- Schipper, Julius F., A.B.'28, Hope Col.; M.A.'31, Univ. of Mich.; Supt. of Sch., Zeeland, Mich., since 1952.
- Schmid, Madeleine P., M.A.'35, Wayne Univ.; Prin., Chandler Sch., Detroit, Mich., since 1954.
- Schmidt, Louis E., M.A.'37, Univ. of Mich.; Supt., Clarenceville Sch., Livonia, Mich., since 1948.
- Schmidt, R. W., B.S.'46, Western Mich. Col. of Educ.; Deputy Supt. of Co. Sch., Muskegon, Mich., since 1942.
- Schoenhals, Glenn, A.B.'28, Mich. State Normal Col.; M.A.'35, Univ. of Mich.; Supt., Southfield Twp. Sch., Detroit, Mich., since 1947.
- Schulze, Kenneth W., B.S.'28, Northern Mich. Col. of Educ.; M.A.'35, Univ. of Mich.; Supt. of Sch., Crystal Falls, Mich., since 1943.
- Schulze, Paul William, Mus.B.Ed.'31, Mus. M.'49, Northwestern Univ.; Supt., Jolman Community Sch. Dist. 2, Muskegon, Mich., since 1949.



- Schwedler, Carl J., B.A.'31, Western Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Supt. of Port Gratiot Twp. Sch., Port Huron, Mich., since 1951.
- Scott, Walter W., B.S.'32, Western Mich. Col. of Educ.; M.A.'42, Mich. State Univ.; Supt. of Sch., Holland, Mich., since 1951.
- Seay, Maurice F., A.B.'24, M.A.'26, Transylvania Col.; Ph.D.'43, Univ. of Chicago; LL.D.'43, Union Col.; Dir., Div. of Educ., W. K. Kellogg Foundation, Battle Creek, Mich., since 1954.
- Sellers, Robert Bruce, B.S.'50, Western Mich. Col. of Educ.; M.A.'54, Univ. of Mich.; Supt. of Sch., Edwardsburg, Mich., since 1955.
- Sevbert, Earl, Jr., B.S.'43, Central Mich. Col. of Educ.; M.A.'53, Univ. of Mich.; Supt., Community Sch., Hillman, Mich., since 1953.
- Shattuck, Marquis E., A.B.'12, LL.D.'47, Albion Col.; M.Ed.'29, Harvard Univ.; Asst. Supt. of Sch., Detroit, Mich., since 1945.
- Shirtliff, Dan A., A.B.'40, Mich. State Normal Col.; M.A.'47, Univ. of Mich.; Asst. Supt. of Sch. in chg. of Sch. Plant, Roseville, Mich., since 1953.
- Shobbrook, Cecil Wallace, B.S.'38, Western Mich. Col. of Educ.; M.A.'48, Univ. of Mich.; Supt., Community Agrl. Sch., Memphis, Mich., since 1946.
- Shoemaker, Paul, B.S.'31, Mich. State Normal Col.; M.A.'45, Wayne Univ.; Asst. Supt., Redford Union Sch., Detroit, Mich., since 1953.
- Shoemaker, Wayne N., A.B.'26, Kalamazoo Col.; M.A.'29, Univ. of Mich.; Supt. of Sch., Jonesville, Mich.
- Shopbell, Carl D., B.S.'39, M.A.'39, Mich. State Univ.; Supt., Community Sch., Reading, Mich., since 1948.
- Shunck, William, A.B.'31, Mich. State Normal Col.; M.A.'37, Univ. of Mich.; Supt., Waterford Twp. Sch., Pontiac, Mich., since 1945.
- Siefert, Edward F., M.A.'41, Wayne Univ.; Supt., Community Sch., New Haven, Mich., since 1935.
- Simmons, William, A.B.'42, Mich. State Normal Col.; M.A.'47, Univ. of Mich.; Supt., Twp. Sch., Romulus, Mich., since 1953.
- Simmons, William T., A.B.'21, M.A.'42, Univ. of Mich.; Supt., Montcalm Co. Sch., Stanton, Mich., since 1944.
- Simonds, John W., A.B.'46, Mich. State Normal Col.; M.A.'53, Univ. of Mich.; Supt., Lamphere Sch., Royal Oak, Mich., since 1955.
- Simpson, Robert J., B.A.'49, Mich. State Normal Col.; M.A.'53, Univ. of Mich.; Asst. Supt. of Sch., Garden City, Mich., since 1952.
- Sixma, Sidney H., Master's '09, Utrecht (Netherlands); Exec. Secy., Mich. Assn. of Sch. Bds., Mich. State Univ., East Lansing, Mich., since 1949.
- Smart, Clifford H., M.S.'39, Wayne Univ.; Supt. of Consol. Sch., Walled Lake, Mich., since 1945.
- Smith, Ira Melville, LL.B.'09, Ind. Univ.; LL.D. (Hon.) '37, Ashland Col.; Registrar, Univ. of Mich., 1925-54 (retired). Col. Admissions Consultant, Ann Arbor, Mich., since 1954.
- Smith, Linn, B.S. in Arch.'42, Univ. of Mich.; Pres., Smith, Tarapata, MacMahon, Inc., Archts., 894 South Adams Road, Birmingham, Mich., since 1956.
- Smith, Max S., A.B.'31, Univ. of Denver; M.A.'35, Ed.D.'52, Univ. of Mich.; Asst. to the Vicepres., Mich. State Univ. of Agr. and Applied Sci., East Lansing, Mich., since 1956.
- Smith, Neal B., B.A.'48, Albion Col.; Archt., 2908 North Woodward Ave., Royal Oak, Mich., since 1951.
- Smith, Rex Beach, A.B.'38, Western Mich. Col. of Educ.; M.A.'47, Univ. of Mich.; Supt. of Sch., Holt, Mich., since 1951.
- Smith, Robert B., B.S. in Ed.'40, Bowling Green State Univ.; M.A. in Ed.'53, Univ. of Mich.; Supt. of Sch., Grosse Ile, Mich., since 1952.
- Smith, Woodward C., M.A.'39, Univ. of Mich.; Dir., Field Serv., Central Mich. Col., Mt. Pleasant, Mich., since 1942.
- Smittle, W. Ray, Ph.D.'33, Ohio State Univ.; Prof. of Educ. Admin., Wayne Univ., Detroit, Mich., since 1936.
- Snorf, Burl E., M.A.'48, Wayne Univ.; Supt. of Sch., White Cloud, Mich., since 1952.
- Snow, Fletcher J., Product Mgr., Sch. Div., American Seating Co., Grand Rapids, Mich.
- Sodt, Harold F., B.S.'47, Mich. State Normal Col.; M.A.'52, Univ. of Mich.; Supt., Jefferson Consol. Sch., Monroe, Mich., since 1948.
- Speaker, Gaylord M., B.S.'31, Western Mich. Col. of Educ.; M.A.'41, Univ. of Mich.; Genl. Mgr., Oglesby Equipment Co., Detroit Mich., since 1951.
- Spencer, Glenn, Bd. of Educ., Willow Run, Mich.
- Spitler, H. Carl, B.S.'17, North Central Col.; M.A.'31, Univ. of Mich.; Supt. of Sch., Petoskey, Mich., since 1923.
- Springer, Kenneth G., B.A.'51, M.A.'56, Mich. State Col.; Supt., Pleasant Grove Sch., Lansing, Mich., since 1952.
- Stark, Harold C., B.S.'19, Mich. State Col.; A.M.'29, Univ. of Mich.; Supt. of Sch., Buchanan, Mich., since 1923.
- Stauffer, Clair C., A.B.'36, Central Mich. Col. of Educ.; M.A.'46, Univ. of Mich.; Supt. of Sch., Vestaburg, Mich., since 1928.
- Steeby, Rudolph J., A.B.'32, Western Mich. Col. of Educ.; M.A.'34, Hope Col.; Supt. of Union Sch., Wayland, Mich., since 1932.
- Steffeck, Ralph Leonhardt, A.B.'34, Mich. State Normal Col.; M.A.'39, Univ. of Mich.; Ed.D.'52, Wayne Univ.; Supt. of Sch., East Detroit, Mich., since 1953.
- Stevenson, Robert J., B.S.'46, Mich. State Normal Col.; M.A.'48, Univ. of Mich.; Asst. Supt. of Sch., Willow Run, Mich., since 1951.
- Stielstra, Peter, A.B.'39, Hope Col.; M.A.'44, Ohio State Univ.; Supt. of Sch., Mattawan, Mich., since 1954.
- Straight, Eugene D., B.S. Arch.'21, Univ. of Mich.; Co-Partner, Bennett and Straight, Archts., Dearborn, Mich., since 1931.
- Strayer, Floyd J., B.S.'32, Mich. State Normal Col.; A.M.'38, Univ. of Mich.; Supt. of Sch., Blissfield, Mich., since 1945.

- Strolle, Roland S., A.B.'33, Northern Mich. Col.; M.A.'41, Univ. of Minn.; Ed.D.'55, Mich. State Univ.; Chief, Sch. Dist. Organization and Plant, State Dept. of Pub. Instr., Lansing, Mich., since 1954.
- Strong, Fred E., M.A.'40, Univ. of Mich.; Supt. of Sch., Monroe, Mich., since 1953.
- Stroud, Alton J., B.S.'30, Mich. State Univ.; M.A.'37, Univ. of Mich.; Supt., Ingham Co. Sch., Mason, Mich., since 1943.
- Studt, Earl K., A.B.'32, Mich. State Normal Col.; M.S.'38, Univ. of Mich.; Assoc. Dir., Div. of Field Serv., Eastern Mich. Col., Ypsilanti, Mich., since 1952.
- Sturm, (Mrs.) Gladys F., A.B.'30, Wayne Univ.; Prin., Columbus Sch., Detroit, Mich., since 1925.
- Surline, Chester, M.A.'49, Mich. State Univ.; Supt. of Pub. Sch., West Branch, Mich., since 1949.
- Taylor, C. L., A.B.'37, LL.D.'49, Central Mich. Col. of Educ.; M.A.'48, Mich. State Col.; Supt. of Pub. Instr., State Dept. of Pub. Instr., Lansing, Mich., since 1953.
- Taylor, Edwin L., A.B.'27, Mich. State Normal Col.; A.M.'34, Univ. of Mich.; Supt. of Sch., Grandville, Mich., since 1950.
- Taylor, William C., A.B.'26, Western Mich. Col. of Educ.; M.A.'42, Univ. of Mich.; Supt. of Sch., Trenton, Mich., since 1947.
- Taylor, William H., B.S.'23, Mich. State Col.; Ed.M.'29, Harvard Univ.; Supt. of Sch., Vicksburg, Mich., since 1947.
- Thayer, Howard C., B.S.'30, Mich. State Normal Col.; M.A.'44, Mich. State Univ.; Deputy Supt., Washtenaw Co. Sch., Ann Arbor, Mich., since 1942.
- Thomas, E. Byron, M.A.'35, Northwestern Univ.; Supt. of Sch., Coldwater, Mich., since 1948.
- Thomas, William J., A.B.'34, Northern Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Supt. of Sch., Vassar, Mich., since 1951.
- Thompson, Max, B.S.'29, Alma Col.; M.A.'41, Wayne Univ.; Supt. of Sch., Van Dyke, Mich., since 1950.
- Titus, C. P., A.B.'27, Western Mich. Col. of Educ.; M.A.'46, Univ. of Mich.; Supt., Cherry Hill Sch. Dist. 2, Inkster, Mich., since 1954.
- Torma, Matthew, A.B.'36, Northern Mich. Col. of Educ.; M.A.'49, Univ. of Mich.; Supt. of Twp. Sch., Ironwood, Mich., since 1938.
- Torrant, Lyle A., B.S.'31, M.S., Mich. State Normal Col.; Supt. of Co. Sch., Jackson, Mich., since 1935.
- Totten, W. Fred, A.B.'27, DePauw Univ.; M.A.'31, Ph.D.'43, Ind. Univ.; Dir., Co-operative Grad. Training Program, Flint City and Eastern Mich. Col., Flint, Mich., since 1955.
- Tower, John O., A.B.'37, Mich. State Col.; Supt. of Newhall Sch. Dist., Grand Rapids, Mich., since 1951.
- Tower, Robert Scott, B.S.'41, Mich. State Normal Col.; M.A.'49, Univ. of Mich.; Supt. Warren Twp. Sch. Dist. 4, Roseville, Mich., since 1951.
- Turner, Leslie J., A.B.'28, A.M.'39, Univ. of Mich.; Supt. of Community Sch., Caro, Mich., since 1956.
- Tyndall, Russell F., B.S.'30, Mich. State Col.; M.A.'39, Univ. of Mich.; Supt. of Sch., Pigeon, Mich., since 1951.
- Tysse, Clarence J., M.A.'40, Univ. of Mich.; Supt. of Pub. Sch., Cedar Springs, Mich., since 1939.
- Van Aken, Elbert W., B.A.'33, Mich. State Normal Col.; M.A.'37, Univ. of Mich.; Ed.D.'54, Univ. of Fla.; Supt., L'Anse Creuse Sch. Dist., Mt. Clemens, Mich., since 1954.
- Vander Linden, Clarence, A.B.'35, Hope Col.; M.A.'46, Univ. of Mich.; Supt. of Sch., Leslie, Mich., since 1946.
- Vanderveer, R. Leslie, B.A.'29, Mich. State Normal Col.; M.A.'52, Mich. State Univ.; Supt., North Sch. Dist., Lansing, Mich., since 1952.
- Vander Ven, James H., M.A.'37, Univ. of Mich.; Supt. of Sch., Mason, Mich., since 1946.
- VanderVen, William H., M.A.'53, Wayne Univ.; Supt., Dublin Sch. Dist. 7, White Lake Twp., Pontiac, Mich.
- Van Reyendam, Dirk, Archt., 218 Garfield Bldg., Detroit, Mich., since 1936.
- Van Sickle, Earl C., B.S.'33, Western Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Supt. of Sch., Middleville, Mich., since 1952.
- Van Volkinburg, R. M., M.A.'41, Univ. of Mich.; Supt. of Sch., Grand Haven, Mich., since 1952.
- VanWestrienen, Harold J., A.B. in Voc. Educ.'29, M.A. in Voc. Educ.'34, Univ. of Mich.; State Dir. of Voc. Educ., Lansing, Mich., since 1953.
- Van Zanten, Charles, A.B.'23, Hope Col.; A.M.'28, Univ. of Mich.; Supt. of Sch., Shelby, Mich., since 1947.
- Varty, Violet L., M.A.'35, Wayne Univ.; Prin., Smith Elem. Sch., Detroit, Mich., since 1951.
- VerMeullen, James M., A.B.'26, Hope Col.; Exec. Vicepres., American Seating Co., Grand Rapids, Mich., since 1944.
- Vermilya, John B., B.S.'53, Defiance Col.; Supt., Howard Community Sch., Niles, Mich., since 1956.
- Vescolani, Fred J., B.A.'38, St. Norbert Col. (Wis.); M.A.'53, Mich. State Col.; Ed.D.'54, Tchrs. Col., Columbia Univ.; Asst. Prof. of Sch. Admin., Mich. State Univ., East Lansing, Mich., since 1955.
- Vroman, Clyde, Mus.B.'37, Mus.M.'38, Ph.D. Sec.Ed.'42, Univ. of Mich.; Dir. of Admissions, Univ. of Mich., Ann Arbor, Mich., since 1949.
- Wade, Ernest E., A.B.'17, Ind. Univ.; M.A.'23, Columbia Univ.; Supt. of Sch., East Jordan, Mich., since 1932.
- Walkotten, George, A.B.'22, Kalamazoo Col., M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Albion, Mich., since 1939.
- Wall, Robert Morgan, Bachelor's '42, Master's '45, Northwestern Univ.; Supt. of Sch., Dimondale, Mich., 1953-56.
- Wallace, Archie O., B.S. in Ed.'39, Bowling Green State Univ.; Supt., Madison Agr. Sch., Adrian, Mich., since 1950.
- Walter, Howard C., B.S.'24, Mich. State Col.; M.A.'36, Univ. of Mich.; Supt. of Sch., Hartford, Mich., since 1947.
- Warmbrunn, H. Paul, B.S.'43, Miami Univ.; M.A.'47, Univ. of Mich.; Supt. of Sch., Shepherd, Mich., since 1953.



- Warner, Verne Alton, A.B.'39, Western Mich. Col.; M.A.'51, Mich. State Univ.; Supt. of Consol. Sch., Onekama, Mich., since 1953.
- Watt, LeRoy Raymond, A.B.'49, Central Mich. Col. of Educ.; M.Ed.'53, Wayne Univ.; Supt., Twp. Sch. Dist. 2, Dearborn, Mich., since 1955.
- Webb, Morley G., A.B.'40, Alma Col.; M.A.'46, Univ. of Mich.; Supt. of Sch., Edmore, Mich., since 1945.
- Webb, Wayne L., B.S.'34, Mich. State Normal Col.; M.S.'41, Univ. of Mich.; Supt. of Sch., Dexter, Mich., since 1952.
- Webb, Wilfred D., A.B.'41, Alma Col.; M.Ed.'46, Wayne Univ.; Asst. Supt. of Sch., Hazel Park, Mich., since 1954.
- Wegienka, Mark Joseph, B.S.'45, Mich. State Normal Col.; M.Ed.'48, Wayne Univ.; Supt., Hand Sch. Dist., Romulus, Mich., since 1943.
- Weinheimer, Norman P., A.B.'49, Western Mich. Col. of Educ.; M.A.'54, Univ. of Mich.; Supt., Twp. Dist. 2 Fr. Schs., Niles, Mich., since 1952.
- Weinlander, M. A., A.B.'17, M.A.'24, Univ. of Mich.; Supt., Sch. Dist. 2, Wyandotte, Mich., since 1935.
- Wekenman, Richard W., A.B.'42, Western Mich. Col. of Educ.; M.A.'51, Univ. of Mich.; Supt. of Sch., Belding, Mich., since 1954.
- Weller, Helen M., A.B.'36, Western Mich. Col. of Educ.; M.A.'44, Univ. of Mich.; Supt., North Park Sch., Grand Rapids, Mich., since 1940.
- Wells, Harold Clive, B.S.'48, M.A.'52, Mich. State Univ.; Bus. Admin., Pub. Sch. Dist., Livonia, Mich., since 1955.
- \*Wells, John Edward, Tchrs. Cert.'24, Provincial Normal, Regina, Sask.; Life Cert.'28, Northern Mich. Col. of Educ., Marquette; B.S.'32, Manchester Col.; M.A.'43, Univ. of Mich.; Supt. of Sch., Chassel, Mich., since 1951.
- Wenrich, Ralph C., B.S.'31, M.S.'34, Pa. State Univ.; Prof. and Chmn., Dept. of Voc. Educ. and Practical Arts, Univ. of Mich., Ann Arbor, Mich., since 1950.
- Wesebaum, Aldean B., B.S.'30, M.A.'35, Wayne Univ.; Jr. Admin. Asst., Personnel, Bd. of Educ., Detroit, Mich., since 1953.
- West, Robert J., Archt., 1214 United Artists Bldg., Detroit, Mich.
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- Wheeler, Norman S., B.A.'37, M.Ed.'41, Ed.D.'55, Wayne Univ.; Asst. Dir., Dept. of Admin. Research, Pub. Sch., Detroit, Mich., since 1955.
- White, L. E., B.S.'32, Western Mich. Col. of Educ.; M.A.'41, Univ. of Mich.; Supt. of Sch., Allegan, Mich., since 1954.
- White, Thomas W., A.B.'32, Central Mich. Col. of Educ.; Supt. of Twp. Sch., Bridgeport, Mich., since 1942.
- Whitmer, Dana P., A.B.'34, Oberlin Col.; M.A.'37, Ph.D.'49, Ohio State Univ.; Supt. of Sch., Pontiac, Mich., since 1954.
- Wiench, Alcuin A., B.A.'39, N. Dak. State Tchrs. Col., Dickinson; M.A.'46, Columbia Univ.; Bus. Mgr. of Pub. Sch., Willow Run, Mich., since 1952.
- Wier, Alfons, B.S.'35, Western Mich. Col.; M.S.'40, Univ. of Mich.; Supt., Sch. Dist. 10, Eau Claire, Mich., since 1956.
- Wilde, Dorr L., A.B.'22, Western Mich. Col. of Educ.; A.M.'29, Univ. of Mich.; Supt. of Sch., Manistee, Mich., since 1936.
- Wilkinson, F. Foster, B.S.'31, Mich. State Normal Col., Ypsilanti; M.A.'41, Wayne Univ.; Supt., Madison Dist. Sch., Madison Heights, Mich., since 1939.
- Wilkinson, Varl O., B.S.'39, Western Mich. Col. of Educ.; M.A.'42, Univ. of Mich.; Supt. of Twp. Sch., Portage, Mich., since 1947.
- Williams, J. Gordon, A.B.'36, Western Mich. Col. of Educ.; M.A.'51, Mich. State Col.; Supt. of Sch., Yale, Mich., since 1951-56.
- Wills, Oscar, Secy., Bd. of Educ., Capac, Mich.
- Wilson, Clayton T., B.S.'50, M.S.'54, Western Mich. Col.; Supt. of Sch., Hopkins, Mich., since 1956.
- Wilson, Donald F., A.B.'27, Central Mich. Col. of Educ.; A.M.'41, Univ. of Mich.; Supt. of Sch., Sand Lake, Mich., since 1954.
- Wilson, R. H., A.B.'23, LL.D.'51, Alma Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Alpena, Mich., since 1936.
- Winger, Paul M., A.B.'27, Manchester Col.; A.M.'34, Ind. Univ.; Supt. of Sch., Niles, Mich., since 1951.
- Winger, Robert M., A.B.'26, Manchester Col.; M.A.'41, Wayne Univ.; Asst. Dir. of Voc. Educ., State Dept. of Pub. Instr., Lansing, Mich., since 1951.
- Winslow, Everett Theodore, A.B.'27, Alma Col.; M.Ed.'50, Wayne Univ.; Asst. Supt. of Sch., Lincoln Park, Mich., since 1950.
- Wohlers, Arthur Eugene, B.S. in Ed.'35, Bowling Green State Univ.; M.A.'39, Ph.D.'54, Ohio State Univ.; Educ. Consultant for Sch. Plant Planning, Wayne Co. Bd. of Educ., Detroit, Mich., since 1955.
- Wolfe, Glenn H., B.S.'36, Wayne Univ.; Pres., Bd. of Educ., Centerline, Mich., since 1950.
- Wood, Lewis Chapman, B.S.'41, Central Mich. Col.; M.A.'51, Univ. of Mich.; Supt. of Sch., Bangor, Mich., since 1956.
- Wood, Rex Leroy, B.S.'48, Alma Col.; M.A.'53, Univ. of Mich.; Supt., Community Sch., Weidman, Mich., since 1955.
- Woodby, Wayne, A.B.'33, Central Mich. Col. of Educ.; A.M.'37, Mich. State Col.; Supt. of Sch., Fennville, Mich., since 1948.
- Wooster, Glenn L., Md.Ed.'50, Wayne Univ.; Supt. of Sch., Vermontville, Mich., since 1952.
- Yates, Gilbert Benton, A.B.'34, M.A.'42, Univ. of Mich.; Supt. of Pub. Sch., Livonia, Mich., since 1955.
- Yost, Arthur E., Supt., Stone Sch., Ann Arbor, Mich.
- Zachrich, Alvin N., B.S.'47, Bowling Green State Univ.; M.A.'51, Mich. State Univ.; Asst. Supt. of Lakeview Sch., Battle Creek, Mich., since 1956.
- Zapytowski, Joseph S., M.A.'50, Univ. of Mich.; Supt., Au Gres-Sims Twp. Sch. Dist., Au Gres, Mich., since 1954.

## MICHIGAN

### INSTITUTIONAL MEMBERS

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Library, Central Mich. Col., Mount Pleasant, Mich.  
Library, Eastern Mich. Col., Ypsilanti, Mich.  
Professional Library, Bd. of Educ., Dearborn, Mich.  
Reference Library, Bd. of Educ., Detroit, Mich.

## MINNESOTA

- Allen, Louis E., B.A.'34, Minn. State Tchrs. Col., Bemidji; M.A.'41, Univ. of Minn.; Supt. of Sch., Greenbush, Minn., since 1952.  
Amidon, Paul S., B.S.'24, M.A.'34, Univ. of Minn.; Educ. Consultant, 752 Plymouth Bldg., Minneapolis, Minn.  
Amundson, Roger Harold, B.A.'50, Luther Col.; M.Ed.'55, Univ. of Colo.; Supt. of Independent Sch. Dist. 33, Renville, Minn., since 1955.  
Andersen, Hans E., B.A.'35, Hamline Univ.; M.A.'45, Univ. of Minn.; Supt. of Sch., Pine River, Minn., since 1952.  
Anderson, Clifford E., B.A.'29, Gustavus Adolphus Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Slayton, Minn., since 1947.  
Anderson, Earl Wilfred, M.A.'48, Univ. of Minn.; Supt., Independent Consol. Sch. Dist., Howard Lake, Minn., since 1952.  
Anderson, Edward E., B.A.'42, N. Dak. State Tchrs. Col., Valley City; M.A.'47, Univ. of Minn.; Supt. of Sch., Baudette, Minn., since 1953.  
Anderson, H. Gordon, B.S.'47, Minn. State Tchrs. Col., Mankato; M.A.'55, Univ. of Minn.; Supt., Consol. Joint Sch. Dist. 30, Ellendale, Minn., since 1953.  
Anderson, O. H., B.S.'32, M.A.'36, Univ. of Minn.; Supt. of Sch., Mahtomedi, Minn., since 1949.  
Anderson, Paul E., B.A.'31, Concordia Col.; M.A.'53, Univ. of N. Dak.; Supt. of Sch., Karlstad, Minn., since 1947.  
Anderson, Robert M., B.A.'25, Gustavus Adolphus Col.; M.A.'41, Univ. of Minn.; Supt. of Sch., Carlton, Minn., since 1946.  
Anderson, W. O., B.S.'25, M.A.'38, Univ. of Minn.; Supt., Indep. Sch. Dist. 13, Aurora, Minn., since 1950.  
Anderson, Waldo Keith, M.Ed.'53, Univ. of S. Dak.; Supt., Indep. Consol. Joint Sch. Dist. 119-138, Round Lake, Minn., since 1955.  
Arko, Raymond Joseph, B.S.'48, Univ. of Minn.; Supt. of Sch., Amboy, Minn., since 1954.  
Armstrong, G. Clair, Archt., Armstrong and Schlichting, 2722 Park Ave., Minneapolis, Minn., since 1944.  
Atwood, Perry M., B.A.'33, M.A.'35, Univ. of Minn.; Supt. of Sch., Staples, Minn., since 1921.  
Aune, Roy Benjamin, M.A.'34, Univ. of Minn.; Supt. of Sch., Breckenridge, Minn., since 1949.  
Ause, Harold B., B.A.'34, St. Olaf Col.; M.A.'51, Univ. of Minn.; Supt. of Sch., Harmony, Minn., since 1951.  
Bakken, Oliver P., M.A.'36, Univ. of Minn.; Supt. of Sch., Aitkin, Minn., since 1950.  
Belsaas, Roy Milton, B.A.'32, St. Olaf Col.; M.A.'42, Univ. of Minn.; Supt., Consol. Sch., St. Charles, Minn., since 1955.  
Bender, Lloyd L., B.A.'24, M.A.'37, Univ. of Wyo.; Supt., Indep. Sch. Dist. 33, Barrett, Minn., since 1947.  
Bentley, Milton O., B.E.'39, Minn. State Tchrs. Col., Bemidji; M.A.'43, Univ. of Minn.; Supt. of Sch., Wheaton, Minn., since 1950.  
Bergee, Arthur P., B.A.'30, Luther Col. (Iowa); LL.B.'36, Amer. Ext. Univ.; Pub. Relations Dir., Educ. Test Bur., Minneapolis, Minn. since 1956.  
Bettner, Fred, B.A.'39, Minn. State Tchrs. Col., Mankato; M.A.'46, Univ. of Iowa; Supt. of Sch., Lamberton, Minn., since 1949.  
Bjornson, Homer Mahlon, B.A.'43, N. Dak. State Tchrs. Col., Valley City; M.A.'50, Univ. of N. Dak.; Supt. Sch. Dist. 2, Waubun, Minn., since 1953.  
Borneman, George H., M.A.'39, Univ. of Minn.; Supt. of Sch., Tracy, Minn., since 1949.  
Bossing, Nelson Louis, A.B.'17, LL.D.'48, Kansas Wesleyan Univ.; M.A.'22, Northwestern Univ.; Ph.D.'25, Univ. of Chicago; Prof. of Educ., Col. of Educ., Univ. of Minn., Minneapolis, Minn., since 1948.  
Boyd, Robert L., M.A.'47, Univ. of N. Dak.; Supt., Indep. Sch. Dist. 3, Argyle, Minn., since 1947.  
Bright, Farley D., B.E.'36, Minn. State Tchrs. Col., Bemidji; M.A.'41, Univ. of Minn.; Supt. of Sch., Crookston, Minn., since 1950.  
Brown, David M., B.S.'41, N. Dak. Agr. Col.; M.A.'51, Univ. of Minn.; Supt. of Sch., Goodridge, Minn., since 1953.  
Brynelson, Ralph M., M.S.'50, Univ. of N. Dak.; Supt. of Sch., Cottonwood, Minn., since 1953.  
Budd, George F., Ed.D.'51, Columbia Univ.; Pres., State Tchrs. Col., St. Cloud, Minn., since 1952.  
Bye, Carl N.'32, Concordia Col.; M.A.'48, Univ. of Minn.; Supt., Joint. Independent Sch. Dist. 145, Brocton, Minn., since 1951.  
Bye, Morris, B.A.'18, Concordia Col.; M.A.'40, Univ. of Minn.; Supt., Anoka-Hennepin Indep. Sch. Dist. 220, Anoka, Minn., since 1952.  
Cahlander, Loren Lee, M.A.'37, Univ. of Minn.; Dir. of Personnel, Pub. Sch., Minneapolis, Minn., since 1955.  
Casmey, Howard B., B.A.'49, Concordia Col.; Supt. of Sch., Lake Bronson, Minn., since 1954.  
Cass, Louis Franklin, B.A.'47, Augsburg Col. and Theol. Sem.; Supt., Jt. Indep. Sch. Dist. 112, Spring Valley, Minn., since 1955.  
Christensen, Bernhard, B.A.'22, Augsburg Col. and Theol. Sem.; Ph.D.'29, Hartford Sem. Foundation; Pres., Augsburg Col. and Theol. Sem., Minneapolis, Minn., since 1938.  
Christianson, Charles Clark, Supt. of Co. Sch., Roseau, Minn., since 1935.  
Churchill, E. C., B.A.'29, Wis. State Col., Superior; M.A.'40, Univ. of Minn.; Supt. of Sch., Cloquet, Minn., since 1948.



- Clasen, Sherwood W., B.S.'39, M.A.'55, Univ. of Minn.; Supt. of Pub. Sch., Stewart, Minn., since 1955.
- Cole, Alfred J., B.A.'20, St. Olaf Col.; M.A.'39, Univ. of N. Dak.; Supt. of Sch., St. James, Minn., since 1946.
- Conner, Forrest E., A.B.'23, Univ. of S. Dak.; M.A.'33, Ph.D.'37, State Univ. of Iowa; Supt. of Sch., St. Paul, Minn., since 1949.
- \*Cook, Walter Wellman, B.A.'23, M.A.'26, Ph.D.'31, State Univ. of Iowa; Dean, Col. of Educ., Univ. of Minn., Minneapolis, Minn., since 1952.
- Cooper, Edwin J., B.A.'23, Upper Iowa Univ.; M.A.'27, Univ. of Minn.; Supt. of Sch., Robbinsdale, Minn., since 1929.
- Cooper, Harry P., B.A.'16, Upper Iowa Univ.; M.A.'26, Univ. of Minn.; Asst. Supt. of Sch. in chg. of Sec. Educ., Minneapolis, Minn.
- Coumbe, William E., M.A.'35, Univ. of Minn.; Supt., Indep. Sch. Dist. 5, Chaska, Minn., since 1948.
- Crawford, Clarence L., B.A.'25, Cotner Col.; M.A.'28, Univ. of Nebr.; Ph.D.'36, Univ. of Mich.; Pres., State Tchrs. Col., Mankato, Minn., since 1946.
- Cross, C. Willard, B.A.'15, Carleton Col.; Diploma '21, Union Theol. Sem.; M.A.'21, Tchrs. Col., Columbia Univ.; Supt. of Sch., Faribault, Minn., since 1935.
- Cummings, A. D., Supt. of Sch., Buffalo, Minn.
- Dahlager, Karl O., B.A.'31, Augsburg Col.; M.A.'43, Univ. of Minn.; Supt., Crosby-Ironton Sch., Crosby, Minn., since 1954.
- Davidson, W. H., B.A.'32, Dakota Wesleyan Univ.; M.A.'43, Univ. of S. Dak.; Supt. of Sch., Fulda, Minn., since 1946.
- Dedo, (Mrs.) Wanda C., B.E.'37, Minn. State Tchrs. Col., St. Cloud; M.A.'55, Univ. of Minn.; Prin. of McKinley Sch., Minneapolis, Minn., since 1955.
- Dittes, William H., B.S.'21, Univ. of Minn.; M.A.'27, Columbia Univ.; Supt., Sch. Dist. 47, New York Mills, Minn., since 1949.
- Dittmer, Clarence Clifford, B.A.'27, Univ. of Wash.; Supt., Indep. Consol. Sch. Dist. 4, McGregor, Minn., since 1945.
- Domian, O. E., B.A.'21, Hamline Univ.; M.A.'29, Ph.D.'51, Univ. of Minn.; Dir., Div. of Field Studies, Univ. of Minn., Minneapolis, Minn., since 1951.
- Dominick, Leo H., B.A.'20, M.S.'30, Univ. of N. Dak.; Supt. of Sch., International Falls, Minn., since 1949.
- Drewes, Henry, B.A.'29, N. Dak. State Tchrs. Col., Mayville; Supt., Joint Indep. Sch. Dist. 19, Floodwood, Minn., since 1955.
- Dubke, Herbert P., B.S.'33, Univ. of Minn.; Supt. of Sch., North Mankato, Minn., since 1929.
- Durbahn, Ezra A., B.S.'16, Hamline Univ.; M.A.'22, Columbia Univ.; Supt. of Sch., Worthington, Minn., since 1937.
- Eddie, George A., B.S. in Ed.'27, M.S. in Ed.'39, Univ. of N. Dak.; Supt. of Sch., Fairmont, Minn., since 1950.
- Edie, Irwin Walter, B.A.'26, Upper Iowa Univ.; M.A.'32, Univ. of Iowa; Supt., Indep. Consol. Sch. Dist. 145, Glenville, Minn., since 1956.
- Edwards, R. L., Supt. of Sch., McIntosh, Minn.
- Een, Andrew R., B.S.'43, Minn. State Tchrs. Col., Mankato; M.A.'51, Univ. of Minn.; Supt. of Sch., Windom, Minn., since 1953.
- Eikenes, David S., B.A.'26, Concordia Col. (Minn.); M.S.'40, Univ. of N. Dak.; Supt. of Sch., Warren, Minn., since 1943.
- Eitrem, George W. B., A.B.'32, Augustana Col.; M.A.'40, Univ. of S. Dak.; Supt. of Sch., Sacred Heart, Minn., since 1946.
- Eitrem, Harvey G., B.A.'36, Augustana Col. (S. Dak.); M.S.'42, S. Dak. State Col.; Supt. of Sch., Luverne, Minn., since 1949.
- Elwell, Reid B., B.S.'36, M.A.'51, Univ. of Minn.; Supt. of Sch., Fairfax, Minn., since 1953.
- Enestvedt, Harold R., B.A.'28, St. Olaf Col.; M.A.'31, Univ. of Minn.; Supt., St. Louis Park Sch., Minneapolis, Minn., since 1948.
- Englund, Walter E., A.B.'11, Gustavus Adolphus Col.; Exec. Secy., Minn. Educ. Assn., St. Paul, Minn., since 1937.
- Espeseth, Clarence Marvin, B.S.'48, Minn. State Tchrs. Col., Bemidji; M.Ed.'52, Univ. of N. Dak.; Supt. of Pub. Sch., West Concord, Minn., since 1953.
- Evans, David Warwick, B.S.'35, M.S.'49, S. Dak. State Col. of Agr. and Mech. Arts; Supt., Consol. Sch. Dist. 16, Rushford, Minn., since 1955.
- Feipel, George, B.A.'27, Col. of St. Thomas; Supt. of Sch., Montgomery, Minn., since 1949.
- Fillbeck, J. A., B.S. in Ed.'38, Univ. of N. Dak.; M.A. in Ed. Adm.'52, Univ. of Minn.; Supt. of Sch., Chokio, Minn., since 1953.
- Fisher, Alex, B.A.'39, Luther Col.; M.S.'51, Univ. of N. Dak.; Supt., Sch. Dist. 4, Huntley, Minn., since 1952.
- Fisher, John M., B.A.'47, Wis. State Col., Superior; M.A.'51, Univ. of Minn.; Instr., Col. of Educ., Univ. of Minn., Minneapolis, Minn., since 1955.
- Fjelstad, Luther, B.A.'48, Concordia Col. (Minn.); M.S.'50, Univ. of N. Dak.; Supt. of Sch., Wells, Minn., since 1955.
- Folkerds, Henry J., B.A.'32, Gustavus Adolphus Col.; M.A.'42, Univ. of Minn.; Supt. of Sch., Cokato, Minn., since 1946.
- Fox, Frank J., B.E.'35, Wis. State Tchrs. Col., LaCrosse; M.A.'41, Univ. of Minn.; Supt. of Sch. Dist. 102, St. Paul Park, Minn.
- Frey, L. M., Supt. of Sch., Marshall, Minn., since 1950.
- Frisby, H. E., B.S.'34, Univ. of Minn.; Supt. of Sch., Ivanhoe, Minn., since 1936.
- Gaffney, Michael R., B.S.'33, M.S.'39, Univ. of Minn.; Supt. of Sch., Graceville, Minn., since 1949.
- Gessner, William Arthur, B.S.'49, Minn. State Tchrs. Col., St. Cloud; Supt. Consol. Sch., Alden, Minn., since 1954.
- Gough, Harry Betzer, Ph.B.'14, Hamline Univ.; M.A.'28, Univ. of Minn.; Supt. of Sch., St. Cloud, Minn., since 1930.
- Gran, John Michael, B.A.'31, Col. of St. Thomas; M.A.'44, Univ. of Minn.; Prof. of Educ., St. Paul Sem., since 1944, and Asst. Supt. of Sch. in chg. of Bus. Affairs, St. Paul, Minn., since 1954.

# MINNESOTA

- Granskou, Clemens M., A.B.'17, St. Olaf Col.; D.D.'36, Luther Theol. Sem.; Pres., St. Olaf Col., Northfield, Minn., since 1943.
- Gray, Reede, B.A.'25, Carleton Col.; M.A.'33, Univ. of Minn.; Supt. of Sch., Redwood Falls, Minn., since 1935.
- Grudem, Harold William, B.E.'39, Minn. State Tchrs. Col., Winona; Supt. of Sch., Kasson, Minn., since 1953.
- Gustafson, Leslie J., B.A.'27, B.S.'28, M.A.'38, Univ. of Minn.; Supt. Sch. Dist. 1, Owatonna, Minn., since 1944.
- Haehlen, J. K., B.A.'28, Western Union Col.; M.A.'29, State Univ. of Iowa; Supt., Orono Sch. Dist., Long Lake, Minn., since 1955.
- Hafdal, Arthur O., B.E.'35, Minn. State Tchrs. Col., Moorhead; M.A.'41, Univ. of Minn.; Supt. of Sch., Alexandria, Minn., since 1949.
- Halvorson, Gilman R., B.Ed.'31, Minn. State Tchrs. Col., St. Cloud; M.A.'44, Univ. of Minn.; Supt. of Sch., Chatfield, Minn., since 1950.
- Halvorson, John Paul, B.A.'41, Luther Col.; M.Ed.'52, Univ. of N. Dak.; Supt. of Sch., Newfolden, Minn., since 1954.
- Halvorson, K. L., M.A.'42, Univ. of N. Dak.; Supt. of Sch., Sauk Rapids, Minn., since 1943.
- Halvorson, Ruben J., B.A.'27, Concordia Col.; M.A.'43, Univ. of Minn.; Supt. of Sch., Roseau, Minn., since 1944.
- Hanke, Dale LeRoy, B.A.'45, Luther Col.; M.A.'50, Univ. of Wyo.; Supt. of Sch., Janesville, Minn., since 1955.
- Hankerson, Marshall R., B.A.'33, Hamline Univ.; M.A.'46, Univ. of Minn.; Supt. of Sch., Mapleton, Minn., since 1954.
- Hansen, John Krogness, B.S.'48, M.A.'53, Univ. of Minn.; Asst. Dir., Bureau of Recommendations, Univ. of Minn., Minneapolis, Minn., since 1956.
- Hansen, Richard G., B.S. in Ed. '40, LaCrosse State Tchrs. Col. (Wis.); M.A.'46, Northwestern Univ.; Ph.D.'53, State Univ. of Iowa; Asst. Supt. of Elem. Educ., St. Paul, Minn., since 1953.
- Hanson, Hilbert Carl, B.S.'46, Univ. of Minn.; Supt. of Sch., Stephen, Minn., since 1952.
- Hanson, Paul J., B.S.'27, N. Dak. Agrl. Col.; M.S.'41, Univ. of N. Dak.; Supt. of Sch., Little Falls, Minn., since 1946.
- Hanson, W. E., A.B.'25, Gustavus Adolphus Col.; Supvr., Sch. Dist. Survey, State Dept. of Educ., St. Paul, Minn., since 1948.
- Harbo, L. S., B.A.'18, Augsburg Col.; M.A.'32, Univ. of Minn.; Supt. of Sch., Austin, Minn., since 1949.
- Harrington, Jerome L., B.S.'49, Minn. State Tchrs. Col., Winona; Supt., Indep. Consol. Sch. Dist. 81, Marietta, Minn., since 1955.
- Hegdal, H. G., B.A.'26, St. Olaf Col.; Supt. of Sch., St. Peter, Minn., since 1947.
- Heggerston, A. I., B.A.'21, St. Olaf Col.; M.A.'30, Univ. of Minn.; Dir. of Admin. Research, Pub. Sch., Minneapolis, Minn., since 1936.
- Heinemann, F. E., B.A.'16, Carleton Col.; M.A.'38, Univ. of Minn.; Dir., Graded Elem. and Sec. Sch., State Dept. of Educ., St. Paul, Minn., since 1942.
- Held, Shirley L., B.S.'40, Macalester Col.; M.A.'53, Univ. of Minn.; Supt. of Community Sch., Winthrop, Minn., since 1955.
- Henning, LeRoy Jerome, M.S.'54, S. Dak. State Col. of A. & M. Arts; Supt., Indep. Consol. Sch. Dist. 74, Jeffers, Minn., since 1953.
- Herrmann, John M., B.A.'22, Hamline Univ.; M.A.'39, Univ. of Minn.; Supt. of Sch., New Ulm, Minn., since 1944.
- Hill, Beverly H., M.A.'47, Univ. of Minn.; Supt. of Sch., Albert Lea, Minn., since 1956.
- Hill, Dolson W., M.A.'48, Univ. of Minn.; Supt., Indep. Consol. Sch. Dist. 1, Pipestone, Minn., since 1955.
- \*Hill, Frederick William, B.S.'34, M.S.'35, Kansas State Col., Manhattan; Ed.D.'41, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch. in chg. of Business Affairs, Minneapolis, Minn., since 1954.
- Hillesland, Earl F., B.S.'50, N. Dak. Agrl. Col.; M.S. in Ed.'54, Univ. of N. Dak.; Supt. of Sch., Audubon, Minn., since 1953.
- Hofland, Carl J., B.S. in Ed.'31, Northwestern Univ.; M.A.'40, Univ. of S. Dak.; Supt., Thomson Twp. Sch., Esko, Minn., since 1955.
- Holst, Alwyn Robert, Ed.D.'47, New York Univ.; Supt. of Sch., Coleraine, Minn., since 1953.
- Homuth, Veryl E., B.A.'41, N. Dak. State Tchrs. Col., Valley City; M.S. in Ed.'53, Univ. of N. Dak.; Supt., Consol. Sch. Dist. 6, Lancaster, Minn., since 1955.
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- Huesers, Donald John, B.A.'43, N. Dak. State Tchrs. Col., Minot; M.A.'54, Univ. of Minn.; Supt. of Sch., Medford, Minn., since 1954.
- Hughes, J. A., B.S.'19, Carleton Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Forest Lake, Minn., since 1950.
- Hulin, Herman, B.A.'40, Minn. State Tchrs. Col., St. Cloud; M.A.'43, Univ. of N. Dak.; Supt. of Sch., Long Prairie, Minn., since 1950.
- Ingebrigtsen, Carl S., B.A.'29, Concordia Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Westbrook, Minn., since 1946.
- Jacobson, Herman G., B.A.'28, Concordia Col. (Minn.); M.A.'39, Univ. of N. Dak.; Supt. of Sch., Ada, Minn., since 1952.
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- Jedlicka, Alexander I., B.A.'07, M.A.'27, Univ. of Minn.; Supt. of Sch., Proctor, Minn., since 1918.
- Jensen, Harvey D., B.A.'29, St. Olaf Col.; M.A.'34, Univ. of Wis.; Supt. of Sch., Winona, Minn., since 1949.
- Johnson, Erling O., B.A.'31, Luther Col.; M.A.'38, Univ. of Minn.; Supt. of Sch., Mankato, Minn., since 1953.
- Johnson, Glenn C., B.A.'38, Macalester Col.; M.A.'50, Univ. of N. Dak.; Supt., Joint Indep. Sch. Dist. 51-290, Bertha, Minn., since 1955.
- Johnson, Grant Henry, B.S.'39, M.A.'46, Univ. of Minn.; Supt. of Sch., Detroit Lakes, Minn., since 1951.



- Johnson, J. Ludwig, B.A.'23, St. Olaf Col.; M.A.'33, Univ. of Minn.; Supt., Indep. Sch. Dist. 44, Waconia, Minn., since 1945.
- Johnson, Kimber Daniel, B.A.'37, Union Col.; Educ. Sec., Northern Union Conference of Seventh-day Adventists, Minneapolis, Minn., since 1955.
- Jorgenson, Harry A., B.A.'27, Concordia Col.; Supt., Indep. Consol. Sch. Dist. 2, Bagley, Minn., since 1946.
- Jorstad, L. J., B.A.'12, St. Olaf Col.; Supt. of Sch., Hayfield, Minn., since 1925.
- Kafka, Robert V., M.A.'55, Univ. of Minn.; Supt., Consol. Sch. Dist. 146, St. Clair, Minn., since 1952.
- Karow, Donald D., M.A.'42, Univ. of Minn.; Supt., Jt. Indep. Sch. Dist. 40, Lake City, Minn., since 1939.
- Kearney, Nolan Charles, B.A.'24, M.A.'32, Ph.D.'48, Univ. of Minn.; Asst. Supt. of Sch. in chg. of Research and Curriculum, St. Paul, Minn., since 1944.
- Kittleson, Arnold M., B.E.'35, Minn. State Tchrs. Col., Moorhead; M.A.'45, Univ. of Minn.; Supt. of Sch., Halstad, Minn., since 1945.
- Knalson, Edw. H., B.A.'42, N. Dak. State Tchrs. Col., Minot; M.A.'46, Univ. of Minn.; Supt., Indep. Consol. Sch. Dist. 47, Minneapolis, Minn.
- Knoblauch, Arthur Lewis, B.S.'29, Mich. State Col.; M.A.'33, Univ. of Mich.; Ed.D.'42, Harvard Univ.; Pres., State Tchrs. Col., Moorhead, Minn., since 1955.
- Kuhlman, Milton H., B.S.'24, S. Dak. State Col.; M.A.'40, Univ. of Minn.; Supt., Edina-Morningside Sch., Minneapolis, Minn., since 1950.
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- Kval, Edwin E., B.S.'35, N. Dak. State Tchrs. Col., Ellendale; M.S.'48, Univ. of N. Dak.; Supt. of Sch., Fisher, Minn., since 1953.
- Lane, Willard R., Ph.D.'50, Univ. of Wis.; Prof. of Educ. Admin., Univ. of Minn., Minneapolis, Minn., since 1955.
- Larson, Albert L., Supt., Jt. Indep. Sch. Dist. 77, Truman, Minn.
- Larson, Allan L., M.A.'47, Univ. of Minn.; Supt. of Sch., Mahanomen, Minn., since 1953.
- Larson, Merrol R., M.A.'37, Univ. of Minn.; Supt. of Sch., Mora, Minn., since 1939.
- Law, Lyle B., M.A.'49, Colo. State Col. of Educ.; Supt. of Sch., Morgan, Minn., since 1947.
- Lechner, Lawrence T., B.A.'30, Concordia Col. (Minn.); M.A.'46, Univ. of Minn.; Supt. of Sch., Gilbert, Minn., since 1952.
- Lee, Edmund C., B.E.'35, Minn. State Tchrs. Col., Moorhead; M.A.'46, Univ. of Minn.; Supt. of Sch., Elbow Lake, Minn., since 1953.
- Lewis, Arthur J. Jr., B.A.'40, M.A.'47, Univ. of Denver; Asst. Supt. in chg. of Elem. Educ., Minneapolis, Minn., since 1952.
- Lewis, Carl Raymond, B.S.'30, N. Dak. Agr. Col.; M.A.'44, Univ. of Minn.; Supt., Indep. Consol. Sch. Dist. 56, Braham, Minn., since 1955.
- Lindahl, F. A., B.A.'32, Gustavus Adolphus Col.; M.A.'42, Univ. of Minn.; Supt. of Sch., Sleepy Eye, Minn., since 1947.
- Lindback, Milton H., M.S.'49, Univ. of N. Dak.; Supt., Indep. Consol. Sch., Granite Falls, Minn., since 1954.
- Longstreet, John H., M.S. in Ed.'43, Univ. of N. Dak.; Supt. of Sch., Northfield, Minn., since 1953.
- Lund, Russell P., B.S.'46, N. Dak. State Tchrs. Col., Mayville; M.A.'51, Univ. of N. Dak.; Supt., Consol. Sch. Dist. 42, Badger, Minn., since 1946.
- Lytle, Carlton W., B.A.'34, Iowa State Tchrs. Col.; M.A.'38, State Univ. of Iowa; Asst. Supt. of Sch., Richfield, Minn., since 1955.
- McCrary, Harold M., B.S.'33, Minn. State Tchrs. Col., Bemidji; M.S.'52, Univ. of N. Dak.; Supt., Indep. Consol. Sch. Dist. 91, Williams, Minn., since 1949.
- McFarlin, Maurice Thorp, B.S.'42, M.S.'50, Univ. of N. Dak.; Supt., Indep. Sch. Dist. 63, Blooming Prairie, Minn., since 1952.
- McPherson, W. B., B.S.'26, Jamestown Col.; M.A.'32, Univ. of Minn.; Supt. of Sch., Park Rapids, Minn., since 1955.
- Mahler, Herbert Alvin, B.A.'22, Hamline Univ.; M.A.'38, Univ. of Minn.; Supt. of Sch., Waterville, Minn., 1941-56.
- Malmquist, M. L., B.A.'23, Gustavus Adolphus Col.; Dist. Supt. of Sch., Grand Rapids, Minn., since 1943.
- Maloney, John J., B.S.'41, Minn. State Tchrs. Col., St. Cloud; M.A.'52, Univ. of Minn.; Supt., Unorganized Territory, Cass Co., Longville, Minn., since 1955.
- Marsh, Zephyrin A., Dir., Sch. Activities, Minneapolis Honeywell Reg. Co., Minneapolis, Minn., since 1951.
- Matheson, Erroll J., B.E.'33, Minn. State Tchrs. Col., Moorhead; M.E.'41, Univ. of Colo.; Supt., Indep. Sch. Dist. 64, Springfield, Minn., since 1941.
- Melbye, Lowell H., B.S.'46, Minn. State Tchrs. Col., Moorhead; M.A.'52, Univ. of Minn.; Supt., Sch. Dist. 67, Clarissa, Minn., since 1954.
- Michael, Bernard J., B.A.'34, N. Dak. State Tchrs. Col., Valley City; M.A.'42, Univ. of N. Dak.; Supt. of Sch., Albany, Minn., since 1944.
- Michie, James K., B.A.'25, Carleton Col.; M.A.'36, Univ. of Minn.; Supt., Indep. Sch. Dist. 27, Hibbing, Minn., since 1946.
- Michelson, C. P., B.A.'31, Macalester Col.; M.A.'39, Univ. of Minn.; Supt. of Sch., Canby, Minn., since 1948.
- Mickelson, Irwin T., B.E.'36, Minn. State Tchrs. Col., Moorhead; M.S. in Ed.'43, Univ. of N. Dak.; Supt. of Sch., Le Sueur, Minn., since 1948.
- Miller, Oscar Joseph, B.E.'35, Minn. State Tchrs. Col., Mankato; M.A.'41, Univ. of Minn.; Supt. of Sch., Morris, Minn., since 1956.
- Moe, George A., B.S.'35, M.A.'39, Univ. of Minn.; Supt., Indep. Sch. Dist. 83, Bab-bitt, Minn., since 1955.
- Mogck, C. H., B.A.'37, Dakota Wesleyan Univ.; M.A.'44, Univ. of S. Dak.; Supt. of Sch., Benson, Minn., since 1947.
- Murphy, Willard J., M.A.'51, Univ. of Minn.; Supt., Indep. Sch. Dist. 12, Ely, Minn., since 1951.
- Myron, A. O., M.A.'23, Univ. of S. Dak.; Supt. of Sch., Jackson, Minn., since 1928.

- Hammond, Arthur Melvin, B.A.'18, Luther Coll.; M.S.'20, Univ. of S. Dak.; Sup., Infan. Consl. Sch. Dist. 26, Maynard, Minn., since 1925.
- Hatch, Marvin Gordon, B.S.'18, Univ. of W.; A.M.'17, Ph.D.'20, Columbia Univ.; Prof. of Educ. Admin., Univ. of Minn., Minneapolis, Minn., since 1920.
- Holmes, Allen Lowell, B.A.'18, University of Chicago Coll.; M.A.'19, Univ. of N. Dak.; Sup. of Sch., Cambridge, Minn., since 1925.
- Holmes, Dale G., B.S.'18, Minn. State Tchr. Coll.; B. Ed., M.A.'18, Univ. of Minn.; Sup., Infan. Consl. Sch. Dist. 25, Moorhead, Minn., since 1925.
- Holmes, Earle W., B.S.'17, Univ. of Minn.; B.S.'18, Minn. State Tchr. Coll., Winona; M.S.'18, Univ. of Cal.; Sup. of Sch., Chaska, Minn., since 1925.
- Hoss, E. A., B.A.'10, Augsburg Coll. and Theol. Sem.; M.A.'18, Univ. of Minn.; Sup. of Sch., Hastings, Minn., since 1925.
- Houston, John J., B.A.'17, Ph.D.'24, Univ. of Minn.; Dean, Jr. Coll., Stanning, Minn., since 1925.
- Hyslop, William J., B.S.'18, Minn. State Tchr. Coll., Winona; M.A.'18, Univ. of Minn.; Sup. of Pub. Sch., Litchfield, Minn., since 1925.
- Illness, William O., B.A.'28, St. Olaf Coll.; M.A.'28, Univ. of Minn.; Sup. of Sch., Eau Claire, Minn., since 1925.
- Irving, E. N., B.A.'22, Luther Coll.; M.A.'22, Univ. of Minn.; Sup. of Sch., Glenwood, Minn., since 1925.
- Jordan, Ralph E., B.S.'18, Luther Coll.; M.A.'18, Univ. of Minn.; Sup., Infan. Sch. Dist. 1, Blackduck, Minn., since 1925.
- Karson, Robert H., B.S.'18, M.A.'21, Univ. of Minn.; Sup. of Sch., Minneapolis, Minn., since 1925.
- Kass, William E., B.A.'21, Marquette Coll.; M.A.'21, Univ. of Minn.; Sup., Tower-Lambert Sch., Tower, Minn., since 1922.
- Kennedy, Gordon Douglas, B.S.'18, Wis. State Coll., Superior; M.A.'18, Univ. of Minn.; Sup., Infan. Sch. Dist. 1, Le Roy, Minn., since 1922.
- O'Keefe, Arthur Harold, B.A.'18, N. Dak. State Tchr. Coll., Mayville; M.S.'22, Univ. of N. Dak.; Sup., Jr. Infan. Consl. Sch. Dist. 123, Olin, Minn., since 1925.
- Olson, Levi F., M.S.'18, Univ. of N. Dak.; Sup. of Sch., Adrian, Minn., since 1925.
- Olson, Olof Theodore, B.A.'20, Luther Coll.; M.S.'22, Univ. of N. Dak.; Sup., Infan. Sch. Dist. 1, Clarks, Minn., since 1925.
- Olson, Halbert G., B.A.'24, Carleton Coll.; M.A.'24, Univ. of Minn.; Sup., Hennepin Consl. Sch., Minneapolis, Minn., since 1925.
- Olson, Ludwig R., M.A.'18, Univ. of Minn.; Sup., Jr. Consl. Sch. Dist. 27, Ells Fork, Minn., since 1925.
- Olson, Paul R., Master's '28, Northwestern Univ.; Sup. of Sch., Waconia, Minn., since 1925.
- Oppe, Ralph E., B.A.'18, St. John's Univ.; Sup. of Sch., Pier, Minn., since 1925.
- Orans, Leon Monroe, B.A.'20, Univ. of Minn.; M.S.'24, Univ. of Minn.; Sup., Infan. Consl. Sch. Dist. 61, Scranegau, Minn., since 1925.
- Parke, Kenneth G., M.A.'18, Univ. of Minn.; Sup., Jr. Infan. Consl. Sch. Dist. 25, Minneapolis, Minn., since 1925.
- Parson, Stanley G., M.A.'18, Univ. of Minn.; Sup., Jr. Infan. Consl. Sch. Dist. 25, Minneapolis, Minn., since 1925.
- Phelps, Earl L., B.S.'17, Ball State Tchr. Coll.; M.A.'18, Univ. of Minn.; Sup. of Sch., Infan. Consl. Sch. Dist. 27, Parkersburg, Minn., since 1925.
- Phelps, R. J., B.S.'18, M.A.'18, Univ. of Minn.; Sup. of Sch., Hastings, Minn., since 1925.
- Prison, Arthur Eugene, M.A.'18, Tchr. Coll., Columbia Univ.; B.S.'18, Univ. of N. Dak.; Sup., Infan. Consl. Sch. Dist. 25, Granite, Minn., since 1925.
- Prichard, Robert C., M.S. in B.S.'18, Univ. of N. Dak.; Sup. of Sch., Dist. 129, Middle River, Minn., since 1925.
- Prichard, Marvin Harvey, B.S.'18, Univ. of Minn.; Sup., Earle Brown Sch. Dist. 128, Minneapolis, Minn., since 1925.
- Prinson, Ralph A., B.S.'18, L.S.D.'22, Knoxville Coll.; M.S.'22, Ind. Univ.; B.S.'22, Columbia Univ.; Sup. of Sch., Minneapolis, Minn., since 1925.
- Quinn, Carl G., B.A.'21, N. Dak. State Tchr. Coll., Valley City; Sup., Infan. Sch., Olin, Minn., since 1925.
- Reeder, Ralph E., M.A.'18, Univ. of Minn.; Sup., Moorhead View Sch., New Brighton, Minn., since 1925.
- Reid, Earl F. B., B.A.'18, Luther Coll.; M.S.'18, Univ. of N. Dak.; Sup. of Sch., East Grand Forks, Minn., since 1925.
- Reid, Vance L., B.A.'20, St. Olaf Coll.; M.A.'20, Univ. of Minn.; Sup., Sch. Dist. 23, Brewster, Minn., since 1925.
- Richardson, Walter W., M.A.'18, Univ. of Minn.; B.A.'18, Univ. of S. Dak.; Sup. of Sch., North St. Paul, Minn., since 1925.
- Rimmed, Sigurd E., B.S. in B.S.'18, M.S. in Adm.'24, Univ. of N. Dak.; Sup., Jr. Infan. Consl. Sch. Dist. 25, Clearfork, Minn., since 1925.
- Ross, Irvin E., B.A.'28, Carleton Coll.; M.A.'28, Univ. of Chicago; Genl. Mgr., James Co., Owatonna, Minn., since 1924.
- Rougel, Harry E., Ph.D.'23, Ripon Coll.; M.A.'17, Univ. of Minn.; Sup. of Sch., Richfield, Minn., since 1924.
- Rutherford, J. C., B.S.'27, Wis. State Coll., Superior; Ph.D.'28, Univ. of Wisc.; Sup., Hennepin Twp. Sch., Duluth, Minn., since 1925.
- Rygh, Richard Glenn, M.A.'22, Univ. of N. Dak.; Sup., Jr. Sch. Dist. 1, Chicago City, Minn., since 1925.
- Saltbury, Harry L., B.A.'18, N. Dak. State Tchr. Coll., Mayville; M.A.'22, Univ. of N. Dak.; Sup. of Sch., Hallock, Minn., since 1924.
- Salmela, Alvin Richard, B.S.'21, Minn. State Tchr. Coll., Duluth; M.A.'18, Univ. of Minn.; Sup., Consl. Sch. Dist. 18, Nisslet, Minn., since 1925.
- Sand, Wilfred W., B.S.'27, Wis. State Coll., La Crosse; Sup., St. Louis Co. Sch., Duluth, Minn., since 1925.
- Sawwaf, J. J., B.A.'28, Carleton Coll.; M.A.'28, Univ. of Minn.; Sup. of Sch., Gaylord, Minn., since 1925.
- Sandberg, William R., B.S.'18, M.A.'18, Univ. of Minn.; Sup. of Sch., Appleton, Minn., since 1925.





- Webster, Jerome O., B.A.'40, Gustavus Adolphus Col.; M.A.'51, Univ. of Minn.; Supt. of Sch., Winnebago, Minn., since 1953.
- Wegner, Armin L., B.S.'37, Jamestown Col. (N. Dak.); M.A.'43, Univ. of Minn.; Supt., Indep. Sch. Dist. 74, Madison, Minn., since 1955.
- Weinberger, Maurice J., B.A.'25, Col. of St. Thomas; M.A.'42, Univ. of Minn.; Supt., Indep. Sch. Dist. 9, Nashwauk, Minn., since 1950.
- Wermager, Lawrence Everett, B.A.'33, Concordia Col.; M.A.'44, Univ. of Minn.; Supt., Indep. Sch. Dist. 21, Fergus Falls, Minn., since 1949.
- Wettstein, Joseph A., M.A.'50, Univ. of Minn.; Supt., Sch. Dist. 132, Bricelyn, Minn., since 1951.
- Wheat, Leonard B., B.A.'24, Northwestern Univ.; Ph.D.'31, Tchrs. Col., Columbia Univ.; Head, Dept. of Sec. Educ., Univ. of Minn., Duluth, Minn., since 1949.
- Whoolery, Elliot V., A.B.'48, Fairmont State Col.; M.S.'52, Drake Univ.; Supt., Consol. Sch. Dist. 22, Upsala, Minn., since 1954.
- Wikre, L. M., B.A.'18, St. Olaf Col.; M.A.'31, Univ. of Minn.; Supt. of Sch., Red Wing, Minn., since 1950.
- Wilken, Emil F., B.E.'39, Minn. State Tchrs. Col., St. Cloud; M.A.'51, Univ. of Minn.; Supt. of Sch., Elmore, Minn.
- Wiley, Forrest L., B.S.'30, N. Dak. Agrl. Col.; M.A.'45, Univ. of Minn.; Supt., Consol. Sch. Dist. 144, Wayzata, Minn., since 1954.
- Williams, Emmet D., B.S.'47, M.A.'49, Univ. of Minn.; Supt., Roseville Sch., St. Paul, Minn., since 1949.
- Wisness, Arthur M., B.A.'14, Luther Col. (Iowa); M.A.'38, Univ. of Minn.; Supt. of Sch., Willmar, Minn., since 1929.
- Wurst, Al N., B.A.'24, Marquette Univ.; Supt. of Sch., Shakopee, Minn., since 1945.
- Zicafoose, Lawrence Earl, Masters' in Sch. Admin. '49, Univ. of Nebr.; Supt. of Consol. Sch., Borup, Minn., since 1952.

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#### MISSISSIPPI

- Akers, B. T., B.A.'35, Millsaps Col.; M.A.'47, Univ. of Miss.; Supt. of Sch., Flora, Miss., since 1949.
- Aldridge, Joseph Everett, B.S.'25, Miss. A. & M. Col.; M.A.'49, George Peabody Col. for Tchrs.; Supt., Hinds Co. Schs., Jackson, Miss., since 1955.
- Allen, D. M., B.S.'29, Miss. State Col.; M.S.'36, Univ. of Miss.; Supt. of Sch., Canton, Miss., since 1950.
- Allen, W. D., B.A.'26, Miss. Col.; M.A.'41, La. State Univ.; Supt. of Sch., Tupelo, Miss., since 1944.

- Austin, Alvin F., B.A.'40, Miss. Col.; M.A.'52, Univ. of Miss.; Supt. of Linn Consol. Sch., Doddsville, Miss., since 1948.
- Baker, James Bowen, B.A.'35, M.A.'40, Univ. of Miss.; Supt. of Sch., Baldwin, Miss., since 1942.
- Barnes, Floyd C., B.S.'24, M.A.'40, George Peabody Col. for Tchrs.; Exec. Secy., Miss. Educ. Assn., Jackson, Miss., since 1944.
- Barnett, Jim Crawley, M.A.'37, Univ. of Mo.; Supt. of Sch., Meadville, Miss., since 1951.
- Baxter, Richard H., B.S.'28, Millsaps Col.; M.A.'47, Univ. of Miss.; Supt., Clem H. S., Prentiss, Miss., since 1954.
- Bigham, Virgil Lee, Jr., B.A.'32, Miss. Col.; M.Ed.'39, Duke Univ.; Supt. of Consol. Sch., Leland, Miss., since 1955.
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- Bogue, T. J., Supt. of Consol. Sch., Arcola, Miss.
- Bond, Eldon, B.S.'49, M.A.'51, Miss. Southern Col.; Supt. of Sch., Carriere, Miss., since 1950.
- Boyd, John Dewey, B.S.'31, Alcorn A. and M. Col.; M.S.'49, Univ. of Ill.; Supt., Utica Institute, Miss., since 1951.
- Brandon, Clifford N., Sr., B.S.'17, Miss. State Col.; M.A.'38, George Peabody Col. for Tchrs.; Supt. of Sch., Columbus, Miss., since 1921.
- Bright, Leland W., B.A.'39, Miss. Col.; M.A.'47, Univ. of Miss.; Supt. of Pearl H. S., Jackson, Miss., since 1948.
- Brooks, Burrow Penn, B.A.'08, Union Univ.; M.A.'32, George Peabody Col. for Tchrs.; Dean, Sch. of Educ. and Dir., Summer Sch., Miss. State Col., State College, Miss., since 1939.
- Bufkin, William Ernest, B.A.'20, Millsaps Col.; M.A.'33, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Leland, Miss., since 1955.
- Campbell, A. Boyd, Vicepres., Southeastern Div., U. S. Chamber of Commerce, and Pres., Miss. Sch. Supply Co., Jackson, Miss.
- Caughman, J. M., M.A.'31, Univ. of Miss.; M.A.'38, George Peabody Col. for Tchrs.; Supt. of Sch., Laurel, Miss., since 1948.
- Coffman, Charles Quinn, B.S.Ed.'48, Delta State Tchrs. Col. (Miss.); M.A.'51, Miss. Southern Col.; Asst. Supt., Hinds Co. Sch., Jackson, Miss., since 1956.
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- Crain, S. M., B.S.'25, Univ. of Miss.; M.A.'33, M.Ed.'40, George Peabody Col. for Tchrs.; Supt. of Sch., Clinton, Miss., since 1945.
- Cunningham, J. W., Supt., Winston Co. Sch., Louisville, Miss.
- Davidson, Dale Dexter, B.S.'37, M.S.'49, Miss. State Col.; Supt. of Sch., Ackerman, Miss., since 1946.



- Dilley, Norman E., B.S.Ed.'41, Pa. State Tchrs. Col., Edinboro; M.A. in Ed.'47, Washington Univ.; Ed.M.'53, Univ. of Ill.; Ed.D.'53, Ind. Univ.; Asst. Prof. of Educ., Sch. of Educ., Univ. of Miss., University, Miss., since 1946.
- Dribben, William Barnett, B.A.'29, Millsaps Col.; M.A.'38, Duke Univ.; Supt. of Sch., Greenwood, Miss.
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- Durrett, T. J., B.S.'30, Miss. Southern Col.; M.A.'48, Univ. of Miss.; Supt. of Sch., Philadelphia, Miss., since 1951.
- Ewing, James Milton, B.S.'22, Miss. State Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Pres., Delta State Col., Cleveland, Miss., since 1956.
- Finch, Anselm Joseph, A.B.'44, Campbell Col.; B.S.'48, Rust Col.; M.A.'55, Northwestern Univ.; LL.D.'36, Shorter Col.; Prin. of Finch H. S., Centreville, Miss., since 1948.
- Gooden, James, B.S.'22, Alcorn A. and M. Col.; M.S. in Ed.'36, Northwestern Univ.; Supvr. of Colored Schs., Jackson, Miss.
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- Harrison, Charles M., Supt. of Pisgah Sch., Sand Hill, Miss.
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- Ivy, Horace M., A.B.'03, A.M.'04, Central Col. (Mo.); Ph.D.'22, George Peabody Col. for Tchrs.; Dir., Assoc. Consultants in Educ., Meridian, Miss., since 1953.
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- Lipsev, Crawford H., A.B.'20, Miss. Col.; M.A.'25, Univ. of Va.; Supt. of Sch., Brookhaven, Miss., since 1941.
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- Middleton, Ben F., B.S.'22, Univ. of Miss.; Exec. Secy., Miss. State Textbook Purchasing Bd., Jackson, Miss., since 1952.
- Mitchell, Guy Clifford, B.A.'32, M.A.'33, La. State Univ.; Ph.D.'42, Univ. of Mich.; Dir., Div. of Grad. Studies, Prof. of Educ., and Dir., Bureau of Appointments, Miss. Col., Clinton, Miss., since 1947.
- Monroe, Otho Austin, B.S.'35, Millsaps Col.; M.E.'42, Univ. of Miss.; Supt. of Sch., Senatobia, Miss., since 1949.
- Moore, Butler T., B.A.'32, Miss. Col.; M.A.'40, Univ. of Ala.; Supt. of Sch., Lexington, Miss., since 1950.
- Murphy, Forrest W., A.B.'17, Transylvania Col.; M.S.'31, Univ. of Ill.; Ed.D.'45, Tchrs. Col., Columbia Univ.; Dean, Sch. of Educ., Univ. of Miss., University, Miss., since 1946.
- Myers, George Edward, B.A.'30, Miss. Col.; M.A.'46, Univ. of Miss.; Supt., Consol. Sch., Crystal Springs, Miss., since 1948.
- Naylor, T. H., Jr., B.S., Millsaps Col.; M.A., Univ. of Miss.; Dir., Sch. Bldg. and Transportation, State Dept. of Educ., Jackson, Miss., since 1947.
- Neill, George T., B.S.'17, Miss. A. & M. Col.; Supt., Wilkinson Co. Sch., Woodville, Miss., since 1954.
- Newton, W. L., B.S.'30, M.S.'47, Miss. State Col.; Dir. of Voc. Educ., Meridian, Miss., since 1938.

- O'Bannon, Norma Council (Mrs. Fred), A.B.'12, Pd.D.'53, Millikin Univ.; M.A.'38, Univ. of Ala.; Supt. of Washington Co. Educ., Greenville, Miss., since 1948.
- Owings, Ralph S., A.B.'24, M.A.'35, Wofford Col.; M.A.'40, Ed.D.'49, Tchrs. Col., Columbia Univ.; Prof. of Educ. Admin., since 1951, and Head, Dept. of Educ. Admin., Miss. Southern Col., Hattiesburg, Miss., since 1954.
- Parks, William Jamison, B.S.'21, Miss. Col.; M.A.'39, Univ. of Ala.; Supt., Consol. Sch., Cleveland, Miss., since 1932.
- Pendarvis, S. T., B.S.'38, Miss. Southern Col.; M.A.'47, George Peabody Col. for Tchrs.; Prin., Jr. H. S., Meridian, Miss., since 1953.
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- Powell, William Bernard, B.S.'48, Master's '50, Miss. Southern Col.; Supt., Educ., Jones Co. Sch., Laurel, Miss., since 1956.
- Reddix, Jacob Lorenzo, B.S.'27, Ill. Inst. of Tech.; Pres., Jackson State Col., Jackson, Miss., since 1940.
- Reeves, Thomas L., B.S.'51, M.A.'54, Miss. Southern Col.; Supt. of Sch., Long Beach, Miss., since 1952.
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## MISSOURI

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- Library, Drury Col., Springfield, Mo.
- Library, Harris Tchrs. Col., St. Louis, Mo.
- Library, Southwest Mo. State Col., Springfield, Mo.
- Lincoln University, Inman E. Page Library, Jefferson City, Mo.
- Natl. League of Tchrs. Assoc., M. Virginia Hayes, Sec.-Treas., St. Louis, Mo.
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- Kojancik, Joe J., B.S.'40, N. Dak. State Col.; M.E.'49, Mont. State Univ.; Supt. of Sch., Fairview, Mont., since 1953.
- Lagerquist, Eugene Victor, B.S.'49, N. Dak. State Tchrs. Col.; Minot; M.E.'54, Mont. State Univ.; Supt., Sch. Dist. 64, Bainville, Mont., since 1954.
- Loftsgaarden, Owen A., B.A.'32, Mont. State Univ.; Supt. of Sch., Power, Mont., since 1945.
- Lund, Hiney P., B.S.'31, Mont. State Col.; M.E.'56, Mont. State Univ.; Asst. Prin., Powell Co. H. S., Deer Lodge, Mont., since 1950.
- McCrea, Richard B., B.A. and B.E.'50, Whitworth Col.; Elem. Sch. Prin., Lame Deer, Mont., since 1952.
- McCurdy, Edward B., M.E.'53, Mont. State Univ.; Supt., Sch. Dist. 28, Charlo, Mont., since 1955.
- MacDonald, John Gordon, B.A.'37, Jamestown Col.; M.A.'50, Mont. State Univ.; Supt., Sch. Dist. 29, Belt, Mont., since 1950.
- Millard, Frank, Supt. of Sch., West Yellowstone, Mont.
- Naugle, Carlton E., B.A. in Ed. '49, Mont. State Univ.; Supt. of Sch., Bigfork, Mont., since 1951.
- Nickerson, James F., B.S.'32, Nebr. Wesleyan Univ.; M.A.'40, Tchrs. Col., Columbia Univ.; Ph.D.'48, Univ. of Minn.; Dean, Div. of Educ., Head of Dept. of Psych., and Dir. of Summer Quarter, Mont. State Col., Bozeman, Mont., since 1954.
- Pahl, Henry J., Supt. of Sch., Edgar, Mont.
- Pappas, James G., M.S.'49, Univ. of Minn.; Supt. of Sch., Lewistown, Mont., since 1953.
- Personen, William W., B.S. in Ed.'47, M.S. in Ed.'50, Univ. of N. Dak.; Supt., Sch. Dist. 10, Chinook, Mont., since 1955.
- Picton, Paul Oliver, Jr., B.A.'42, State Tchrs. Col., N. Dak.; M.A.'52, Mont. State Univ.; Bldg. Prin. of Fergus Co. H. S., Lewistown, Mont., since 1954.
- Porter, Clarence S., B.P.E.'32, Normal Col. of the American Gymnastic Union; B.A.'32, M.E.'44, Mont. State Univ.; Supt. of Sch., Missoula, Mont., since 1944.
- Radley, Robert H., B.S.'51, Mont. State Col.; Supt., Sch. Dist. 9, East Helena, Mont., since 1954.
- Rawson, Kenneth A., A.B.'28, Upper Iowa Univ.; M.A.'35, Univ. of Colo.; Prin. of Flathead Co. H.S., Kalispell, Mont., since 1948.
- Rickerd, M. L., B.S.'32, Univ. of Ill.; M.A.'40, Univ. of Wyo.; Supt. of Sch., Big Sandy, Mont., since 1950.
- Roeseler, W. Lyle, B.S.'26, B.S.'36, Mont. State Col.; State Supvr., Trade and Indus. Educ., State Dept. of Pub. Instr., Helena, Mont., since 1948.
- Rowley, William C., A.B.'31, Mont. State Univ.; M.A.'41, Univ. of Mo.; Prin., Carter Co. H.S., Ekalaka, Mont., since 1933.

- Ruppel, Henry G., B.A.'20, Univ. of Mont.; M.S.'32, Oregon State Col.; Supt., Pub. Sch. Dist. 1, Deer Lodge, Mont., since 1950.
- Seibel, Louie W., B.A.'24, N. Dak. State Tchrs. Col., Valley City; M.A.'40, Mont. State Univ.; Supt. of Sch. and Prin. of Granite Co. H. S., Philipsburg, Mont., since 1951.
- Shively, John D., M.A.'27, Univ. of N. Dak.; Supt. of Sch., Bozeman, Mont., since 1947.
- Shuff, Robert V., B.Ed.'45, Univ. of Toledo; M.Ed.'53, Wash. State Col.; Dist. Supt. of Sch., Highwood, Mont., since 1955.
- Smith, Elmore S., M.Ed.'53, Mont. State Univ.; Supt., Sch. Dist. 2, Alberton, Mont., since 1945.
- Smith, Willard J., M.E.'53, Mont. State Univ.; Supt. of Sch., Hot Springs, Mont., since 1946.
- Sommerfeld, Edward Theodore, B.A.'40, N. Dak. State Tchrs. Col., Mayville; M.A.'49, Univ. of Minn.; Supt., Sch. Dist. 2, Bridger, Mont., since 1949.
- Scuircs, Genevieve, B.E.'38, Western Mont. Col. of Educ.; Chief Deputy Supt. of Pub. Instr., Helena, Mont., since 1949.
- Staehle, John Ferdinand, B.A.'41, Pacific Univ.; M.A.'47, D.Ed.'51, Univ. of Oregon; Assoc. Prof. of Educ., Mont. State Univ., Missoula, Mont., since 1950.
- Watkins, James Franklin, B.S.'49, Mont. State Col.; Supt., Sch. Dist. 12, Stanford, Mont., since 1955.
- Watterson, Larry J., M.E.'56, Mont. State Univ.; Supt., Sch. Dist. 12, Harlem, Mont., since 1953.
- Wetzel, Winston W., B.A.'34, Westmar Col.; M.S.'40, State Univ. of Iowa; Supt. of Sch. and Pres. of Dawson Co. Jr. Col., Glendive, Mont., since 1948.
- Wollan, Leonard A., M.A.'48, Univ. of Wyo.; Supt., Sch. Dist. 20, Plentywood, Mont., since 1949.
- Wright, Edward K., M.A.'50, Mont. State Univ.; Supt., Sch. Dist. 8, White Sulphur Springs, Mont., since 1955.

## INSTITUTIONAL MEMBERS

- Library, Mont. State Univ., Missoula, Mont.
- Mont. Assn. of Sch. Admin., George Jelinek, Secy., Harlowton, Mont.

## NEBRASKA

- Anderson, J. F., M.A.'40, Colo. State Col. of Educ.; Supt. of Sch., Harrisburg, Nebr., since 1937.
- Bail, Philip Milo, B.A.'20, LL.D.'47, Mo. Valley Col.; M.A.'28, Ph.D.'31, State Univ. of Iowa; Pres., Municipal Univ. Omaha, Nebr., since 1948.
- Beggs, W. K., A.B.'28, Tarkio Col. (Mo.); M.A.'37, Ph.D.'39, Univ. of Nebr.; Prof. of Sch. Admin., Univ. of Nebr., Lincoln, Nebr., since 1940.
- Brooks, Ralph G., A.B.'25, Nebr., Wesleyan Univ.; A.M.'32, Univ. of Nebr.; Supt. of Sch. and Pres., McCook Col., McCook, Nebr., since 1947.
- Burgeson, John G., B.S.'33, Ga. Tchrs. Col.; M.A.'39, Univ. of Colo.; Supt. of Sch., Lexington, Nebr., since 1956.
- Burke, Harry A., B.A.'17, Univ. of Idaho; M.A.'28, Ed.D.'42, Stanford Univ.; Supt. of Sch., Omaha, Nebr., since 1946.



- Burkhardt, Allen Paul, A.B.'25, Nebr. Wesleyan Univ.; M.A.'29, Columbia Univ.; Ph.D.'43, Univ. of Nebr.; Supt. of Sch., and Pres., Jr. Col., Norfolk, Nebr., since 1931.
- Burnham, Archer L., A.B.'16, A.M.'27, Univ. of Nebr.; Ph.D.'38, Colo. State Col. of Educ.; Dir. of Research, Nebr. State Educ. Assn., Lincoln, Nebr., since 1954.
- Carey, Raymond Burdette, A.B.'13, Nebr. Wesleyan Univ.; M.A.'31, Univ. of Nebr.; Supt. of Sch., Bellevue, Nebr., since 1948.
- Chisholm, Leslie L., Ph.D.'35, Columbia Univ.; Prof. of Educ., Univ. of Nebr.; Lincoln, Nebr., since 1945.
- Chittim, Harry D., B.S. in Ed.'32, M.Ed.'35, Boston Univ.; Operations Analyst (Training), Hq. Strategic Air Command, Offut A. F. Base, Omaha, Nebr., since 1944.
- Christian, Ivan, A.B.'27, Nebr. State Tchrs. Col., Chadron; M.A.'41, Univ. of Wyo.; Supt. of Sch., Bayard, Nebr., since 1950.
- Crawford, Theodore R., B.Sc.'13, Hastings Col.; Rep., Scott Foresman Co., Lincoln, Nebr., since 1924.
- Cushing, Herbert L., A.B.'14, Grand Island Baptist Col.; M.A.'30, Univ. of Nebr.; D.Ed.'37, Nebr. Wesleyan Univ.; Pres., Nebr. State Tchrs. Col., Kearney, Nebr., since 1936.
- Dalton, John Elmer, B.A.'29, Nebr. State Tchrs. Col., Wayne; M.A.'44, Univ. of S. Dak.; Ph.D.'56, Univ. of Nebr.; Dir. of Extension, Nebr. State Tchrs. Col., Chadron, Nebr., since 1954.
- Decker, Freeman Bernard, A.B.'30, Nebr. State Tchrs. Col., Wayne; M.A.'45, Ed.D.'56, Univ. of Nebr.; Commr. of Educ., State Dept. of Educ., Lincoln, Nebr., since 1951.
- Frazer, Donald Wayne, B.S. in Ed.'40, Nebr. State Tchrs. Col., Kearney; M.A. in Ed.'50, Univ. of Nebr.; Supt. of Sch., York, Nebr., since 1954.
- Friest, Thomas I., B.A.'20, M.A.'33, State Univ. of Iowa; Supt. of Sch., Plattsmouth, Nebr., since 1944.
- Gomon, Neal S., A.B.'31, M.A.'45, Ed.D.'54, Univ. of Nebr.; Pres., Nebr. State Tchrs. Col., Peru, Nebr., since 1951.
- Gorman, Frank H., B.S.'24, Central Mo. Col., Warrensburg; M.A.'28, Ph.D.'31, Univ. of Mo.; Dean, Col. of Educ., Univ. of Omaha, Omaha, Nebr., since 1948.
- Grass, Amzie Vernon, B.A.'29, Nebr. State Tchrs. Col., Peru; M.A.'37, Univ. of Colo.; Supt. of Sch., Tecumseh, Nebr., since 1942.
- Grubb, Neal A., B.A.'34, Nebr. State Tchrs. Col., Wayne; M.A.'41, Colo. State Col. of Educ.; Supt. of Sch., Tilden, Nebr., since 1946.
- Hall, Edythe K., B.A.'26, MacMurray Col. for Women; M.A.'40, D.Ed.'49, Northwestern Univ.; Prin. of Kellom Elem. Sch., Omaha, Nebr., since 1945.
- Hanson, Leonard E., M.A.'42, Colo. State Col. of Educ.; Supt. of Sch., Ogallala, Nebr., since 1950.
- Hassel, Milton John, B.S.'41, Nebr. State Tchrs. Col., Kearney; M.A.'47, Univ. of Nebr.; Interim Pres., Nebr. State Tchrs. Col., Wayne, Nebr., since 1955.
- Hayen, Henry D., M.A.'39, Colo. State Col. of Educ.; Supt. of Sch., Morrill, Nebr., since 1949.
- Hayes, Dale K., B.A.'48, Buena Vista Col.; M.A.'52, Univ. of Denver; Ed.D.'55, Tchrs. Col., Columbia Univ.; Assoc. Admin., Nebr. Community Educ. Project and Asst. Prof. of Sch. Admin. and History and Principles of Educ., Tchrs. Col., Univ. of Nebr., Lincoln, Nebr., since 1955.
- Henzlik, F. E., Ph.D.'24, Columbia Univ.; Dean and Prof. of Sch. Admin., Tchrs. Col., Univ. of Nebr., Lincoln, Nebr., since 1931.
- Hildreth, Glenn William, A.B.'26, Nebr. Wesleyan Univ.; M.A.'27, Ph.D.'35, Univ. of Nebr.; Dean, Nebr. State Tchrs. Col., Chadron, Nebr., since 1937.
- Hill, Fred, B.S.'14, North Central Col.; M.A.'39, Univ. of Nebr.; Assoc. Supt. of Sch., Omaha, Nebr., since 1944.
- Howe, Walter A., B.A.'32, Union Col.; M.A.'49, Texas Christian Univ.; Secy., Dept. of Educ., Central Union Conference of Seventh-day Adventists, Lincoln, Nebr., since 1955.
- Hunt, Lester W., B.S.'49, M.A.'50, Univ. of Nebr.; Asst. Supvr. of Disability Determinations, State Dept. of Educ., Lincoln, Nebr., since 1955.
- Kissinger, Ivan E., A.B.'37, Hastings Col.; M.A.'46, Univ. of Nebr.; Supt. of Sch., Kenesaw, Nebr., since 1955.
- Kline, Barton L., B.Sc.'29, Cotner Col.; M.A.'34, Univ. of Nebr.; D.Ed.'48, Colo. State Col. of Educ.; Pres., Nebr. State Tchrs. Col., Chadron, Nebr., since 1954.
- Kline, Donald F., A.B.'47, M.A.'47, Univ. of Nebr.; Exec. Secy., Nebr. State Educ. Assn., Lincoln, Nebr., since 1954.
- Larsen, Paul Christian, A.B.'48, Dana Col.; M.E.'52, Univ. of Nebr.; Dean of Jr. Col., Fairbury, Nebr., since 1955.
- Lee, Frank Loren, B.A.'35, Hastings Col.; M.A.'40, Univ. of Nebr.; Supt., Sch. Dist. 54, Ralston, Nebr., since 1954.
- Lichtenberger, Allan R., A.B.'31, Nebr. State Tchrs. Col., Peru; M.A.'36, Univ. of Nebr.; Dir. of Research, State Dept. of Pub. Instr., Lincoln, Nebr., since 1949.
- Lightbody, E. G., M.A.'34, Univ. of Nebr.; Supt. of Sch., Nebraska City, Nebr., since 1945.
- Lundstrom, Glenn A., B.S., Midland Col.; M.A.'46, Univ. of Nebr.; Supt. of Sch., Blair, Nebr., since 1951.
- McNickle, T. R., B.S.'28, M.A.'34, Univ. of Nebr.; Supt. of Sch., Auburn, Nebr., since 1954.
- Maehr, Martin J., M.S. in Ed.'41, Okla. A. and M. Col.; Dir. of Tch. Tr. and Placement, Concordia Tchrs. Col., Seward, Nebr., since 1950.
- Mead, Benjamin H., A.B.'25, Municipal Univ. of Omaha; M.A.'49, Stanford Univ.; Supt. of Sch., Ainsworth, Nebr., since 1953.
- Metcalfe, Samuel L., B.S.'47, Nebr. Wesleyan Univ.; M.E.'54, Univ. of Nebr.; Supt. of Consol. Sch. Dist., Waverly, Nebr., since 1954.
- Morehouse, Charles O., B.A.'41, Dana Col. (Nebr.); M.A.'47, Univ. of Nebr.; Supt. of Sch., Potter, Nebr., since 1953.
- Morris, E. Paul, A.B.'29, Nebr. Wesleyan Univ.; M.A.'38, Univ. of Nebr.; Supt. of Sch., Kearney, Nebr., since 1947.

## NEBRASKA

Morrison, Louis Eugene, B.S.Ed.'42, Nebr. State Tchrs. Col., Kearney; M.S.Ed.'50, Univ. of Omaha; Supt. of Sch., Alliance, Nebr., since 1955.

Nelson, Edwin C., B.A.'50, Nebr. State Tchrs. Col., Kearney; M.Ed.'53, West Texas State Col.; Supt. of Consol. Sch., Wilcox, Nebr., since 1953.

Oakes, W. Otto, A.B.'28, Nebr. State Tchrs. Col., Peru; A.M.'38, Univ. of Denver; Supt. of Sch., North Platte, Nebr., since 1948.

Parker, Floyd Gerald, B.F.A.'38, Nebr. State Tchrs. Col., Kearney; M.A.'47, D. Ed.'56, Univ. of Nebr.; Dir. of Sch. Bldg. Serv., State Dept. of Educ., Lincoln, Nebr., since 1947.

Patterson, Luther L., B.A.'31, Nebr. State Tchrs. Col., Peru; M.A.'38, Univ. of Nebr.; Supt. of Sch., Cozad, Nebr., since 1951.

Pickrel, Glenn E., A.B.'36, Nebr. Central Col.; M.A.'46, Univ. of Nebr.; Supt., Westside Community Sch., Omaha, Nebr., since 1949.

Rachford, George R., B.S. in Ed.'41, M.Ed.'52, Univ. of Cincinnati; Ed.D.'55, Ind. Univ.; Educ. Consultant, Leo A. Daly Co., Omaha, Nebr., since 1955.

Rarick, Eugene L., A.B.'33, Nebr. State Tchrs. Col., Peru; M.A.'39, Univ. of Nebr.; Supt. of Sch., Superior, Nebr., since 1953.

Reckewey, Rex K., B.Sc.'48, M.A.'49, Ph.D.'54, Univ. of Nebr.; Assoc. Prof. of Educ., Tchrs. Col., Univ. of Nebr., Lincoln, Nebr., since 1956.

Ruff, Otto George, A.B.'38, Nebr. State Tchrs. Col., Kearney; M.A.'40, Univ. of Nebr.; Supt. of Sch., Scottsbluff, Nebr., since 1952.

Schroeder, H.A., M.A.'40, Univ. of Nebr.; Supt. of Sch., Chadron, Nebr., since 1946.

Schroeder, Howard F., B.Sc.'24, M.A.'36, Univ. of Nebr.; Supt. of Sch., Holdrege, Nebr.

Shada, F. M., B.S.'43, Nebr. State Tchrs. Col., Kearney; M.A.'49, Univ. of Wyo.; Supt. of Sch., Arapahoe, Nebr., since 1954.

Sims, G. L., B.S.'39, Nebr. State Tchrs. Col., Kearney; M.A.'47, Univ. of Nebr.; Supt. of Sch., Albion, Nebr., since 1951.

Smith, Leon O., B.A.'10, M.A.'18, State Univ. of Iowa; Supt., Douglas Co. Sch., Omaha, Nebr., since 1955.

Staerckel, William M., B.A.'42, Bethel Col.; M.Ed.'48, Univ. of Kansas; Ed.D.'53, Stanford Univ.; Supt. of Sch., Beatrice, Nebr., since 1954.

Stoneman, Merle A., A.B.'27, Central Col. (Mo.); A.M.'34, Ph.D.'38, Univ. of Nebr.; Prof. of Sch. Admin., Univ. of Nebr., Lincoln, Nebr., since 1941.

Tabor, Glenn D., B.S.'49, Midland Col.; M.S.'52, Univ. of Utah; Supt. of Sch., Valley, Nebr., since 1954.

TeSelle, Lloyd C., M.S.'35, Univ. of Southern Calif.; Supt. of Sch., Fremont, Nebr., since 1953.

Towne, George L., A.B.'95, Univ. of Nebr.; Pres., University Pub. Co., Lincoln, Nebr., since 1902.

Watkins, Steven N., B.S. in Ed.'31, Cotner Col.; M.A.'35, Ph.D.'45, Univ. of Nebr.; Supt. of Sch., Lincoln, Nebr., since 1950.

Watson, Raymond A., B.S. in Ed.'21, Univ. of Mo.; M.A.'28, Univ. of Chicago; Supt. of Sch., Hastings, Nebr., since 1944.

Weir, (Mrs.) Velna J., B.S.'23, M.S. in Ed.'27, Univ. of Nebr.; Supt., Cedar Co. Sch., Hartington, Nebr., since 1954.

Weresh, Andrew Anthony, A.B.'35, Iowa State Tchrs. Col.; M.Ed.'49, Univ. of Col.; Ph.D.'54, Univ. of Nebr.; Dean of Col., Nebraska State Tchrs. Col., Peru, Nebr., since 1954.

Weyer, Frank E., Ph.D.'41, Univ. of Nebr.; Dean, Hastings Col., Hastings, Nebr., since 1918.

Weymouth, Orrin J., M.A.'39, Colo. State Col. of Educ.; Supt. of Sch., Sidney, Nebr., since 1942.

Whiting, Walter Lyle, B.S.'40, Nebr. State Tchrs. Col., Kearney; M.A.'47, Colo. State Col. of Educ.; Supt. of Pub. Sch., Shelton, Nebr., since 1947.

Wilkie, Russell M., A.B.'27, Nebr. Wesleyan Univ.; M.A.'40, Colo. State Col. of Educ.; Supt. of Sch., Gering, Nebr., since 1948.

Willert, Everett W., A.B.'27, Midland Col.; M.A.'42, Univ. of Nebr.; Supt. of Sch., Wayne, Nebr., since 1949.

Wiltse, Earle W., A.B.'22, Nebr. Wesleyan Univ.; A.M.'26, Columbia Univ.; Ph.D.'42, Univ. of Nebr.; Supt. of Sch., Grand Island, Nebr., since 1944.

Windheim, Lee Stephen, B.Arch.'49, Iowa State A.&M. Col.; Archt., Leo A. Daly Co., Omaha, Nebr., since 1955.

Young, Joseph P., B.S.'25, M.A.'32, Univ. of Nebr.; Supt. of Sch., Columbus, Nebr., since 1948.

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Nebr. State Tchrs. Col., Library, Chadron, Nebr.

Nebr. State Tchrs. Col., Library, Kearney, Nebr.

Nebr. State Tchrs. Col., Library, Wayne, Nebr.

Univ. of Omaha, Library, Omaha, Nebr.

## NEVADA

Best, Robert T., B.S.'36, Univ. of Nevada; M.E.'55, Univ. of Oregon; Supt., Lyon Co. Sch. Dist., Yerington, Nevada, since 1956.

Bondley, George Barnum, B.A.'52, Univ. of Nevada; Prin., Bonanza Elem. Sch., Las Vegas, Nevada, since 1953.

Bowler, Grant M., M.S.'54, Brigham Young Univ.; Prin., Overton Elem. and Moapa Valley H. S., Overton, Nevada, since 1942.

Brinley, J. Harold, A.B.'22, Univ. of Utah; Asst. Supt. of Sch., Las Vegas, Nevada, since 1952.

Brown, Harold Nicholas, Ed.D.'35, Univ. of Calif., Berkeley; Prof. of Educ., Univ. of Nevada, Reno, Nevada, since 1930.

Burkholder, Lyl W., A.B.'26, Bluffton Col. (Ohio); M.A.'33, Ohio State Univ.; Supt. of Sch., Henderson, Nevada, since 1951.

Copenhaver, Roxie, B.A.'29, Univ. of Mont.; Deputy State Supt. of Sch., Fifth Supvn. Dist., Las Vegas, Nevada, since 1943.

Corn, Homer Yates, B.S.'49, Delta State Tchrs. Col.; M.A.'52, George Peabody Col. for Tchrs.; Supvr., OASI Disability Determinations, Dept. of Educ., Carson City, Nevada, since 1955.



Currence, Ray Joe, B.A.'51, Col. of Idaho; Prin., Pub. Sch., Austin, Nevada, since 1953.

Davis, Chester V., M.A.'34, Stanford Univ.; Exec. Secy., State Educ. Assn., Reno, Nevada, since 1952.

Dilts, Dwight F., B.A.'31, Wash. State Col.; M.A.'39, Univ. of Nevada; Asst. Supt. Pub. Instr., State Dept. of Educ., Carson City, Nevada, since 1937.

Edwards, Elbert B., A.B.'29, Univ. of Nevada; Supt. of Sch., Boulder City, Nevada, since 1940.

Fant, John H., B.S.'31, Univ. of Nevada; Deputy State Supt. of Pub. Instr., Fourth Supvn. Dist., Reno, Nevada, since 1951.

Fish, Seymour P., A.B.'28, Univ. of Utah; M.S. in Sch. Adm.'54, Univ. of Southern Calif.; Supt., Clark Co. Sch. Dist. 1, Overton, Nevada, since 1944.

Galbraith, C. Layton, B.S.'28, Utah State Agrl. Col.; M.S.'31, Stanford Univ.; Asst. Supt., White Pine Co. Sch., East Ely, Nevada, since 1956.

Gamble, John R., B.S.'48, Univ. of Nevada; Prin. of H. S., Lovelock, since 1955, and Supt., Pershing Co. Sch., Lovelock, Nevada, since 1956.

Gray, R. Guild, A.B.'35, M.A.'48, Univ. of Nevada; Supt., Clark Co. Sch., Las Vegas, Nevada, since 1953.

Halseth, I. R., B.S.'27, Eastern State Tchrs. Col. (S. Dak.); M.S.'36, Univ. of Wyo.; Prin., Co. H. S., Elko, Nevada, since 1955.

Harris, George Earley, A.B.'24, Howard Payne Col.; Asst. Supt. of Sch., Las Vegas, Nevada, since 1953.

Holstine, Garold Delbert, B.Ed.'32, Western Ill. State Univ.; M.A.'35, Ph.D.'42, State Univ. of Iowa; Dean, Col. of Educ., Univ. of Nevada, Reno, Nevada, since 1954.

Jones, William Emrys, B.S.Ed.'48, Utah State Agrl. Col.; Prin., Elem. Sch., Pioche, Nevada, since 1940.

Manning, R. H., B.S.'39, Utah State Agrl. Col.; Asst. State Supt. of Pub. Instr., State Dept. of Educ., Carson City, Nevada, since 1951.

Moore, Ert, A.B.'28, Central Normal Col. (Ind.); Prin. of Toiyabe Elem. and Nye Co. H. S., Gabbs, Nevada, since 1942.

Nelson, Henry C., B.A.'28, Univ. of Nevada; M.A.'35, Univ. of Southern Calif.; Supt. of Sch., Carlin, Nevada, since 1953.

Norman, Loyal V., B.S.E.'47, Ark. A. & M. Col.; M.S.'40, Okla. A. & M. Col.; M.Ed.'50, Ed.D.'53, George Peabody Col. for Tchrs.; Supt. of Co. Sch., Elko, Nev., since 1956.

Reed, Flo, B.A.'44, Univ. of Nevada; Deputy State Supt. of Pub. Instr., 2nd Supvn. Dist., Ely, Nevada, since 1952.

Ruymann, Rosemary Beeman, B.S.'32, Univ. of Southern Calif.; M.E.'56, Univ. of Nevada; Prin., Jefferson Elem. Sch., Las Vegas, Nevada, since 1952.

St. Clair, (Mrs.) Kate, B.A.'27, Univ. of Ark.; Deputy State Supt. of Pub. Instr., Elko, Nevada, since 1944.

Seeliger, Albert, A.B.'33, Univ. of Nevada; Supt. of Sch., Carson City, Nevada, since 1953.

Smalley, Floyd J., B.S.'38, Univ. of Nevada; Supt., Mineral Co. Sch., Hawthorne, Nevada, since 1955.

Smith, Wallace Spencer, B.A.'29, Univ. of Nevada; Asst. Supt., Mineral Co. Sch., Hawthorne, Nevada, since 1956.

Stetler, Byron Francis, B.S.'29, Univ. of Nevada; M.S.Ed.'35, Univ. of Utah; State Supt. of Pub. Instr., Carson City, Nevada, since 1956.

Tennant, Ray, B.A.'38, Univ. of Nevada; Supt. of Sch., Tonopah, Nevada, since 1952.

Tucker, Thomas T., Jr., B.S.'40, Middle Tenn. State Col.; M.Ed.'48, D.Ed.'50, Univ. of Okla.; Chmn., Dept. of Sch. Admin. and Supvn., Univ. of Nevada, Reno, Nevada.

White, Hugh M., B.S. in Ed.'34, Univ. of Oregon; M.S. in Ed.'40, Univ. of S.C.; Supt. of Sch., Ely, Nevada, since 1939.

Winters, Darrell S., A.B.'34, Western State Col. of Colo.; Prin. and Dir. of Music, Churchill Co. H. S., Fallon, Nevada, since 1951.

Wooster, Earl, A.B.'21, Univ. of Nevada; M.A.'41, Stanford Univ.; Supt. of Sch., Reno, Nevada, since 1944.

## NEW HAMPSHIRE

Appleton, David, B.S.'41, M.Ed.'53, Univ. of N. H.; Supt. of Sch., Supvry. Union 9, Conway, N. H., since 1951.

Arnold, Dexter O., A.B.'32, Hobart Col.; M.A.'38, Syracuse Univ.; Ed.D.'51, Boston Univ.; Asst. Supt. of Sch., Concord, N. H., since 1948.

Atherton, Harlan E., B.A.'25, Yale Univ.; Ed.M.'33, Univ. of N. H.; Supt. of Sch., Concord, N. H., since 1947.

Badger, Lester B., B.S.'18, Dartmouth Col.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt., Supvry. Union 47, Peterborough, N. H., since 1946.

Bailey, Robert D., Ed.B.'32, Keene Tchrs. Col. (N. H.); Ed.M.'43, Harvard Univ.; Exec. Secy., N. H. State Tchrs. Assn., Concord, N. H., since 1950.

Beal, Raymond I., B.S.'36, Univ. of N. H.; Supt. of Sch., Portsmouth, N. H., since 1946.

Bennett, Phil A., B.Ed.'42, Plymouth Tchrs. Col.; Supt. of Sch., Woodsville, N. H., since 1947.

Bowie, M. Wayne, A.B.'47, Univ. of N. H.; M.Ed.'52, Boston Univ.; Supt., Supvry. Union 48, Plymouth, N. H., since 1954.

Bowlby, Charles L., B.S.'27, City Col. of the City of New York; M.A.'44, Columbia Univ.; Supt., Supvry. Union 38, Marlboro, N. H., since 1949.

Bowley, Harold Croft, Ph.B.'20, Univ. of Vt.; M.Ed.'40, Univ. of N. H.; Supt., Supvry. Union 40, Milford, N. H., since 1939.

Brasier, Everett H., A.B.'20, Univ. of Maine; Ed.M.'31, Harvard Univ.; Supt., Supvry. Union 36, Ossipee, N. H., since 1945.

- Cunningham, Robert N., A.B.'25, Princeton Univ.; B.A.'28, B.Litt.'29, M.A.'31, Queens Col., Oxford Univ., England; Dean, Phillips Exeter Acad., Exeter, N. H., since 1953.
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- Danforth, H. Raymond, A.B.'28, Ed.M.'37, Univ. of N. H.; Supt. of Sch., Nashua, N. H.
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- Hyde, Harold E., B.S.'33, Hartwick Col.; M.S.'39, Col. for Tchrs. at Albany (N. Y.); Ed.D.'50, New York Univ.; Pres., Plymouth Tchrs. Col., Plymouth, N. H., since 1951.
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- Leathe, Walter George, B.A.'51, Staley Col. of the Spoken Word; M.Ed.'56, Mass. State Tchrs. Col., Boston; Prin., Polard Sch., Plaistow, N. H., since 1955.
- Leavitt, Russell Hall, B.S.'16, Dartmouth Col.; Ed.M.'35, Harvard Univ.; Chief, Div. of Instr., State Dept. of Educ., Concord, N. H., since 1946.
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- Threlkeld, Curtis H., B.S.'21, Northeast Mo. State Tchrs. Col., A.M.'27, Tchrs. Col., Columbia Univ.; Supt., South Orange and Maplewood Sch., South Orange, N. J., since 1943.
- Tink, Edmund L., B.A.'23, Lawrence Col.; M.A.'27, Ph.D.'29, Tchrs. Col., Columbia Univ.; Supt. of Sch., Kearny, N. J., since 1932.
- Titcomb, Harry Alton, B.S.'15, Univ. of Maine; M.A.'27, Columbia Univ.; Supt., Neptune Twp. Sch., Ocean Grove, N. J., since 1955.
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- Trolan, Helen M., B.S.'32, Rutgers Univ.; M.S.S.'33, Smith Col.; Acting Head Tchr., Branch Brook Sch., Newark, N. J., since 1950.
- Trowbridge, John E., B.S. in Ed.'30, Pa. State Tchrs. Col., Mansfield; Ed.M.'34, Rutgers Univ.; Prin., Cranbury Sch., Cranbury, N. J., since 1947.
- Tustin, James F., A.B.'22, Dickinson Col.; A.M.'27, Tchrs. Col., Columbia Univ.; LL.B.'32, N. J. Law Sch.; Supt. of Sch., South Amboy, N. J., since 1940.
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- Westby, Cleve O., A.B.'20, M.A.'36, Mont. State Univ.; Ed.D.'45, Tchrs. Col., Columbia Univ.; Coordinator, State Tchrs. Col. Construction Program, State Dept. of Educ., Trenton, N. J., since 1953.

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- Huff, Raymond, B.A.'21, Univ. of Texas; M.A.'30, Univ. of Colo.; Supt. of Navajo Indian Sch., Fort Wingate, N. Mex., since 1954.
- Hunt, Malcolm G., B.S.'31, M.A.'32, West Texas State Col.; Supt. of Sch., Portales, N. Mex., since 1943.
- Hutchinson, Floran, A.B.'34, M.A.'41, Highlands Univ.; Bus. Mgr., Pub. Sch., Farmington, N. Mex., since 1951.
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- Karlin, Robert E., B.A.'41, M.A.'50, N. Mex. Highlands Univ.; Supt., Independent Sch. Dist. 22, Kirtland, N. Mex., since 1952.
- Kincheloe, James B., B.S.'48, M.S.'49, Univ. of Tenn.; Ph.D.'54, George Peabody Col. for Tchrs.; Supt. of Sch., Tucumcari, N. Mex., since 1955.
- Koogler, Clare V., M.A.'31, N. Mex. Highlands Univ.; Supt. of Sch., Aztec, N. Mex., since 1935.
- Langston, LaMoine, B.A.'34, N. Mex. Highlands Univ.; M.A.'39, Univ. of N. Mex.; Supt. of Sch., Farmington, N. Mex., 1950-56.
- Larkin, John L., M.A.'31, Univ. of Ariz.; Supt. of Sch., Tularosa, N. Mex., since 1935.
- Lewis, Richard Raymond, B.A.'38, N. Mex. Col. of A. and M. Arts; M.A.'42, Univ. of N. Mex.; Supt., Municipal Sch. Dist., Deming, N. Mex., since 1952.
- Linton, Melvy Edgar, B.S.'39, M.A.'42, Univ. of N. Mex.; Supt., Hatch Valley Municipal Sch., Hatch, N. Mex., since 1934.
- Lofton, Ray J., A.B.'28, N. Mex. Western Col.; M.A.'41, Univ. of N. Mex.; Supt. of Sch., Melrose, N. Mex., since 1941.
- Ludi, Phillip Morris, B.A.'44, M.A.'48, N. Mex. Highlands Univ.; Supt. of Sch., Belen, N. Mex., since 1954.
- Lusk, Georgia L., State Supt. of Pub. Instr., Santa Fe, N. Mex., since 1955.
- Mayfield, Tom J., B.A.'26, Miss. Col.; M.A.'38, Univ. of N. Mex.; Supt. of Sch., Las Cruces, N. Mex., since 1954.
- Miller, J. Cloyd, B.A. in Bus. Adm.'27, N. Mex. Col. of A. and M. Arts; M.A. in Ed.'36, Univ. of N. Mex.; LL.D.'54, McMurry Col. (Texas); Pres., Natl. Educ. Assn., 1951-52; Pres., N. Mex. Western Col., Silver City, N. Mex., since 1952.
- Mills, Charles L., B.A.'29, N. Mex. Highlands Univ.; M.A.'41, Univ. of N. Mex.; Supt. of Sch., Hobbs, N. Mex., since 1947.
- Mills, Vernon R., M.A.'52, Colo. State Col. of Educ.; Supt. of Sch., Artesia, N. Mex., since 1954.
- Morgan, Henry E., B.A.'26, Univ. of Kansas; M.A.'38, Univ. of N. Mex.; Supt. of Sch., Elida, N. Mex., since 1935.
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- Murphy, Irvin P., M.A.'38, Univ. of N. Mex.; Coordinator, N. Mex. C.P.E.A.; Dir. of Admin. Serv., and Dir., Sch. Study Council, State Dept. of Educ., Santa Fe, N. Mex., since 1955.
- Nunn, Earl, M.A.'43, N. Mex. Highlands Univ.; Supt. of Sch., Springer, N. Mex., since 1950.
- O'Donnell, William B., B.S. in Agr.'26, Colo. A. and M. Col.; M.A.'37, Tchrs. Col., Columbia Univ.; Dean, N. Mex. Col. of A. and M. Arts, State Col., N. Mex., since 1956.
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ern Col.; A.M.'34, N. Mex. Highlands  
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ervation Prin., Iicarilla Indian Agency  
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Secy., Bd. of Educ. Finance, State of N.  
Mex., Santa Fe, N. Mex., since 1952.
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Grady, N. Mex., since 1955.
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lands Univ.; Supt., Co. Sch., Mora, N.  
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- Anderson, Sidney Vincent, B.S.'46, State Normal and Indus. Col. (N. Dak.); M.Ed.'50, Colo. A. and M. Col.; Supt., Elm Grove Sch. Dist. 13, Belfield, N. Dak., since 1954.
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- Arnason, A. F., B.S.'29, M.A.'35, Univ. of N. Dak.; LL.D.'48, Jamestown Col.; Commr. of Higher Educ., State Dept. of Pub. Instr., Bismarck, N. Dak., since 1943.
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- Bryant, Henry G., B.A.'39, Univ. of Nevada; Supt., Special Sch. Dist., Flaxton, N. Dak., since 1955.
- Burchill, Victor E., B.A.'41, N. Dak. State Tchrs. Col., Valley City; M.A.'52, Univ. of Minn.; Supt., Newport Special Sch. Dist. 4, Towner, N. Dak., since 1955.
- Bye, Arthur C., B.S., N. Dak. State Tchrs. Col., Minot; Supt. of Sch., Palermo, N. Dak., since 1952.
- Carlson, Bruce, B.A.'39, N. Dak. State Tchrs. Col., Minot; M.E.'52, Univ. of Wash.; Supt. of Schs., Velva, N. Dak., since 1956.
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- Page, (Mrs.) Jessie Murray, Supt. of Co. Sch., Bottineau, N. Dak., since 1946.
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- Pederson, Warren Myron, B.A.'36, N. Dak. State Tchrs. Col., Valley City; Supt. of Sch., Tower City, N. Dak., since 1953.
- Pennington, J. I., B.A.'30, Hastings Col. (Nebr.); M.E.'40, Univ. of Colo.; Supt. of Sch., Rugby, N. Dak., since 1946.
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- Peterson, Russell Arthur, B.A.'44, Augustana Col.; M.A.'47, State Univ. of Iowa; C.T.'47, Luther Theol. Sem.; Pres., Dakota Lutheran Acad., Minot, N. Dak., since 1954.
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- Rian, Edwin H., A.B.'24, Univ. of Minn.; A.M.'27, Princeton Univ.; Th.B.'27, Princeton Theol. Sem.; Pres., Jamestown, Col.; Jamestown, N. Dak., since 1954.
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- Baumgartner, Ira, A.B.'22, Bluffton Col.; M.A.'27, Ohio State Univ.; Supt. of Sch., Sylvania, Ohio, since 1934.
- Beard, Homer Victor, M.Ed.'54, Ohio Univ.; Exec. Head, Local Sch., Shiloh, Ohio, since 1954.
- Becker, Adam, A.B.'21, M.A.'39, Wittenberg Col.; Exec. Head, Jefferson Local Sch., Miamisburg, Ohio, since 1941.
- Becker, Edwin G., A.B.'13, LL.D.'38, Univ. of Dayton; B.S.'21, Xavier Univ.; LL.B.'20, Chase Col. of Law; Vicepres., Bd. of Educ., Cincinnati, Ohio, since 1948.
- Beckman, Joseph M., M.A.'34, Univ. of Cincinnati; Admin. Asst. to Supt. of Sch., Cincinnati, Ohio, since 1953.
- Beery, George C., A.B.'16, M.A.'25, Ohio State Univ.; Supt., Franklin Co. Sch., Columbus, Ohio, since 1924.
- Bennett, R. Dwight, B.A.'28, Wittenberg Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Van Wert, Ohio, since 1946.
- Bennett, R. M., B.S. and M.S.'45, Univ. of Ill.; Ohio and W. Va. Rep., Follett Publishing Co., Columbus, Ohio.
- Beoddy, William J., B.S. in Ed.'29, Wilmington Col.; M.A.'41, Ohio State Univ.; Supvg. Prin. of Sch., Piketon, Ohio, since 1942.
- Berry, Merrill M., A.B.'19, Baldwin-Wallace Col.; A.M.'22, Ohio State Univ.; Supt. of Sch., Chillicothe, Ohio, since 1935.
- Bethel, Russell, B.S. in Ed.'40, M.Ed.'50, Kent State Univ.; Exec. Head, Beach City-Wilmet Local Sch., Beach City, Ohio, since 1954.
- Betts, Ralph W., B.A.'29, Ohio Univ.; M.A.'41, Ohio State Univ.; Supt. of Sch., East Liverpool, Ohio, since 1951.
- Bishop, Benjamin J., B.S.Ed.'28, M.A.'34, Ohio State Univ.; Supt. of Springfield Sch., Holland, Ohio, since 1942.
- Bixler, Lorin E., A.B.'21, Mt. Union Col.; M.A.'23, Tchrs. Col., Columbia Univ.; Ph.D.'31, Ohio State Univ.; Prof. of Educ. and Head, Dept. of Educ., Muskingum Col., New Concord, Ohio, since 1929.
- Blackford, John D., B.S. in Ed.'26, A.M. in Sch. Adm.'37, Miami Univ.; Supt. of Sch., Middletown, Ohio, since 1954.
- Blake, Wallace E., B.S. in Ed.'43, Muskingum Col.; M.Ed.'50, Ohio Univ.; Supt. of Sch., Logan, Ohio, since 1955.
- Blazer, Charles A., B.S. in Ed.'37, Bowling Green State Univ.; Exec. Head of Local Sch., Mt. Blanchard, Ohio, since 1953.
- Bliss, Walton B., A.B.'15, Heidelberg Col.; M.A.'29, Ohio State Univ.; Exec. Secy., Ohio Educ. Assn., Columbus, Ohio, since 1935.
- Blose, G. Robert, B.S. in Ed.'37, Ohio Northern Univ.; M.A. in Ed.'50, Ohio State Univ.; Supt., Exempted Village Sch., Mt. Gilead, Ohio, since 1953.
- Bloser, Robert E., A.B.'17, Ohio State Univ.; Pres., Zaner-Bloser Co., Columbus, Ohio, since 1929.
- Blott, E. J., A.B.'24, M.A.'30, Univ. of Mich.; Supt. of Liberty Twp. Sch., Youngstown, Ohio, since 1934.
- Bobo, James E., B.S.Ed., Ohio Univ.; Exec. Head, Waterloo Sch., New Marshfield, Ohio, since 1954.
- Boda, Harold L., A.B.'25, Ed.D.'44, Otterbein Col.; A.M.'30, Ohio State Univ.; Asst. Supt. of Sch., Dayton, Ohio, since 1940.
- Bode, F. H., A.B.'28, Heidelberg Col.; M.A.'34, Columbia Univ.; Supt. of Sch., Cuyahoga Falls, Ohio, since 1949.
- Bodenbender, D. P., B.A.'31, Defiance Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Wooster, Ohio, since 1947.
- Bodenbender, Karl R., A.B.'33, B.S.Ed.'42, Defiance Col.; M.A.'42, Miami Univ.; Supt. of Sch., Bellefontaine, Ohio, since 1956.
- Boggs, Marshall D., B.S.'54, M.A.'56, Ohio State Univ.; Supt. of Sch., Gallipolis, Ohio, since 1955.
- Boles, Harold W., B.S.'37, Ind. State Tchrs. Col.; M.A.'50, Ohio State Univ.; Educ. Consultant, Joseph Baker and Associates, Archts., Newark, Ohio, since 1955.
- Borst, R. M., A.M.'41, Wittenberg Col.; Asst. Supt. of Co. Sch., Springfield, Ohio, since 1948.
- Bower, James Crawford, B.S.'30, M.S.'35, Ohio State Univ.; Supt. of Sch., St. Bernard, Ohio, since 1953.
- Bowers, Lowell Anderson, B.S.'39, Ohio Northern Univ.; M.A.'50, Miami Univ. (Ohio); Prin. of Elem. Sch., Greenville, Ohio, since 1949.
- Bowman, George A., A.B.'17, Western Reserve Univ.; M.A.'31, Columbia Univ.; LL.D.'45, Bowling Green State Univ.; Pres., Kent State Univ., Kent, Ohio, since 1944.
- Bowman, Herbert L., B.S.'23, Denison Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Bowling Green, Ohio, since 1939.

## OHIO

- Bowsher, E. Leslie, A.B.'13, LL.D.'42, Defiance Col.; M.A.'26, Univ. of Mich.; LL.D.'37, Ashland Col.; D.Ped.'42, Bowling Green State Univ.; Supt. of Sch., Toledo, Ohio, since 1937.
- Braden, Wallace H., B.A.'25, Col. of Wooster; M.A.'31, Ohio State Univ.; Supt., Edgewood Sch., Ashtabula, Ohio, since 1936.
- Brady, Ballard I., A.B.'29, Hiram Col.; M.A.'37, Kent State Univ.; D.Ed.'49, Western Reserve Univ.; Supt., Orange Local Sch. Dist., Chagrin Falls, Ohio, since 1950.
- Bricker, Carleton M., A.B.'34, Findlay Col.; M.A.'44, Ohio State Univ.; Exec. Head, Graham Local Sch. Dist., St. Paris, Ohio, since 1955.
- Briegel, Virgil J., M.A.'39, Ohio State Univ.; Supt., Exempted Village Sch., Clyde, Ohio, since 1952.
- Brinkman, Richard Owen, B.S.Ed.'50, Wittenberg Col.; M.E.'52, Kent State Univ.; Supt., Northwestern Local Sch. Dist., Springfield, Ohio, since 1956.
- Brown, H. Larry, B.S.'21, Mount Union Col.; M.A.'29, Tchr. Col., Columbia Univ.; Supt. of Sch., Ravenna, Ohio, since 1939.
- Brown, Jack E., B.S. in Ed.'37, Ohio Univ.; M.A.'47, Ohio State Univ.; Supt. of Sch., Lancaster, Ohio, since 1954.
- Brown, Robert Simeon, B.A.'38, Muskingum Col.; M.A.'48, Ph.D.'54, Ohio State Univ.; Supt. of Sch., Marion, Ohio, since 1954.
- Bryan, William R., Secy.-Mgr., Ohio Tchr. and Pupils Reading Circle, 1456 N. High St., Columbus, Ohio, since 1946.
- Bryson, David M., B.S. in Ed.'25, M.A.'37, Ohio Univ.; Supt., Vinton Co. Sch., McArthur, Ohio, since 1942.
- Bunn, Paul C., Ph.B.'09, Col. of Wooster; M.A.'22, Tchr. Col., Columbia Univ.; Supt. of Sch., Youngstown, Ohio, 1944-56; Exec. Dir. of Mahoning Co. Council for Mentally Retarded Children, Youngstown, Ohio, since 1956.
- Bunnell, Clifford P., A.B.'31, Findlay Col.; M.A.'39, Ohio State Univ.; Supt., Exempted Village Sch., Bradford, Ohio, 1949-56.
- Bunnell, George Larone, B.S. in Ed.'33, Wittenberg Col.; M.A.'42, Miami Univ. (Ohio); Supt., Northeastern Sch., Springfield, Ohio, since 1952.
- Bunnell, John H., B.A.'30, Univ. of Akron, Ohio; M.A.'42, Univ. of Pittsburgh, Pa.; Admin. Head, Beachwood Village Sch., Cleveland, Ohio.
- Burggraf, Preston M., M.Ed.'52, Kent State Univ.; Asst. Supt. of Sch., Ashland, Ohio, since 1955.
- Burkhart, Lewis L., B.A.'38, B.S. in Ed.'40, Defiance Col.; M.A.'45, Western Reserve Univ.; Supt. of Sch., Kent, Ohio, since 1952.
- Burkholder, Forrest D., A.B.'27, Bluffton Col.; M.A.'35, Ohio State Univ.; Exec. Head, Green Local Sch., Smithville, Ohio, since 1942.
- Burkholder, M. H., A.B.'29, Asbury Col.; M.A.'34, Columbia Univ.; Supt. of Sch., Wadsworth, Ohio, since 1946.
- Burneson, L. G., A.B.'21, Oberlin Col.; M.A.'29, Tchr. Col., Columbia Univ.; Supt. of Sch., Westlake, Ohio, since 1924.
- Burnett, Cecil M., A.B.'27, Oberlin Col.; A.M.'39, Western Reserve Univ.; Supt. of Sch., Brecksville, Ohio, since 1945.
- Burnett, Lewie Woodrow, B.Ed.'37, Central Wash. Col. of Educ.; Ed.D.'48, Stanford Univ.; Dean, Col. of Educ., Univ. of Toledo, Ohio, since 1955.
- Burns, George Hoy, B.S. in Ed.'30, Univ. of Toledo; M.A. in Ed.'47, Bowling Green State Univ.; Supt., Exempted Village Schs., Rossford, Ohio, since 1947.
- Burns, J. Forrest, Master's '39, Miami Univ.; Supt. of Sch., Franklin, Ohio, since 1951.
- Bush, Charles Harold, B.S.'38, Miami Univ.; M.A.'46, Columbia Univ.; Supt., Wyoming City Sch., Cincinnati, Ohio, since 1952.
- Byers, Carl C., B.S.'32, Ed.D.'56, Otterbein Col.; M.A.'37, Ohio Univ.; H.D.'56, Salem Col.; Supt. of Sch., Parma, Ohio, since 1942.
- Calta, Joseph F., B.S.Ed.'42, Kent State Univ.; M.A.'48, Western Reserve Univ.; Dir. of Sec. Educ., City Sch., Lorain, Ohio, since 1954.
- Cameron, Stanley Sewell, B.S.'39, Bowling Green State Univ.; M.A.'48, Miami Univ. (Ohio); Supt. of Sch., North Baltimore, Ohio.
- Campbell, Roald F., A.B.'30, M.A.'34, Brigham Young Univ.; Ed.D.'42, Stanford Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio.
- Canfield, Ira A., B.S. in E.E.'19, Case Inst.; M.A.'35, Ohio State Univ.; Supt., Local Sch., Chardon, Ohio, since 1950.
- Cannavan, P. Dale, B.S. in Ed.'28, Oakland City Col.; M.S. in Ed.'36, Ind. Univ.; Supt., Johnsville-New Lebanon Sch., New Lebanon, Ohio, since 1954.
- Carlisle, Joseph R., B.A.Ed.'50, Otterbein Col.; M.E.'55, Kent State Univ.; Exec. Head, Warwick Local Sch., Tuscarawas, Ohio, since 1956.
- Carmean, Byron H., A.B.'30, Ohio Univ.; M.A.'38, Ohio State Univ.; Supt. of Sch., Shelby, Ohio, since 1946.
- Charles, Harvey, A.B., Western Mich. Col. of Educ.; M.Ed.'50, Ohio Univ.; Ed.D.'52, Ind. Univ.; Assoc. Prof. of Educ., and Dir. of Tchr. Tr., John Carroll Univ., Cleveland, Ohio, since 1953.
- Christy, Robert H., B.S.'32, Bowling Green Univ.; M.A.'40, Ohio State Univ.; Supt. of Sch., Delphos, Ohio, since 1940.
- Clark, Dean O., B.S.'49, M.A.'50, Ohio State Univ.; Head, Dept. of Educ. and Registrar, Heidelberg Col., Tiffin, Ohio, since 1956.
- Cobb, Charles Ernest, B.S. in Ed.'32, Ohio State Univ.; M.Ed.'42, Univ. of Pittsburgh; Exec. Head, Jefferson Union Local Sch., Richmond, Ohio, since 1949.
- Coblentz, C. R., B.S. in Ed.'32, Miami Univ.; Supt., Preble Co. Schs., Eaton, Ohio, since 1923.
- Cochran, Frank D., B.S. in Ed.'28, M.A.'36, Ohio State Univ.; Supvr. of Transportation, State Dept. of Educ., Columbus, Ohio, since 1954.
- Cochran, Paul Oscar, B.S.'27, Muskingum Col.; M.A.'32, Ohio State Univ.; Supt., Sandy Valley Local Sch., Magnolia, Ohio, since 1956.



- Coffeen, Carl, B.S.'14, Ohio Wesleyan Univ.; M.A.'36, Western Reserve Univ.; Supt., Summit Co. Sch., Cuyahoga Falls, Ohio, since 1935.
- Coldiron, Bernard D., B.A.'34, M.Ed.'51, Kent State Univ.; Exec. Head, Johnston Sch. Dist., Cortland, Ohio, since 1952.
- Collings, Miller R., A.B.Ed.'41, Univ. of Mich.; A.M.'43, Ed.D.'54, Wayne Univ.; Dept. of Research, Pub. Sch., Cincinnati, Ohio, since 1953.
- Collins, A.J., A.B.'25, Ohio Univ.; Supt., Local Sch., St. Henry, Ohio, since 1930.
- Conrad, M. J., B.S. in Ed.'38, Capital Univ.; M.A.'46, Ph.D.'52, Ohio State Univ.; Research Assoc., Bureau of Educ. Research, Ohio State Univ., Columbus, Ohio, since 1952.
- Cook, Harold H., B.A.'30, Ohio Wesleyan Univ.; M.A.'38, Ohio State Univ.; Supt. of Sch., St. Mary's, Ohio, since 1945.
- Coontz, Paden H., B.A.'25, Ohio State Univ.; M.A.'52, Bowling Green State Univ.; Supt., Carlisle-LaGrange Sch., LaGrange, Ohio, since 1943.
- Cope, Harold U., M.A.'32, Ohio State Univ.; Supt., Exempted Village Sch., Upper Sandusky, Ohio, since 1953.
- Corbally, John Edward, Jr., B.S.'47, M.A.'50, Univ. of Wash.; Ph.D.'55, Univ. of Calif., Berkeley; Asst. Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1955.
- Cotterman, B. W., B.S. in Ed.'25, Ohio Northern Univ.; M.A.'33, Columbia Univ.; Exec. Head of Sch., Ottawa, Ohio, since 1954.
- Cottrell, Donald P., B.A.'23, Ohio State Univ.; M.A.'27, Ph.D.'29, Columbia Univ.; Dean, Col. of Educ., Ohio State Univ., Columbus, Ohio, since 1946.
- Courter, Claude V., B.S.'11, D.Ed.'38, Kalamazoo Col.; M.A.'25, Univ. of Chicago; LL.D.'52, Miami Univ.; Supt. of Sch., Cincinnati, Ohio, since 1937.
- Couser, Don E., B.S.'50, Manchester Col.; M.E.'56, Miami Univ.; Exec. Head, Sugar-creek Twp. Sch., Bellbrook, Ohio, since 1955.
- Cox, Clifford C., M.S.'45, Ind. Univ.; Supt., Exempted Village Sch., Paulding, Ohio, since 1953.
- Crabbs, Robert W., B.S.'41, M.A.'49, Ohio State Univ.; Supt., Whitehall City Sch., Columbus, Ohio, since 1956.
- Craig, Raymond B., B.S. in Ed.'34, M.A.'38, Ohio State Univ.; Supt., Liberty Union Sch., Baltimore, Ohio, since 1951.
- Crawford, Carl Edwin, M.A.'36, Ind. Univ.; Supt., Deer Park City Sch., Cincinnati, Ohio, since 1942.
- Cromwell, Howard R., B.S.'30, Ind. State Tchrs. Col., Terre Haute; M.S.'41, Ohio State Univ.; Asst. Supt. of Sch., Middletown, Ohio, since 1955.
- Crouch, Charles B., A.B.'27, Muskingum Col.; M.A.'34, Ohio State Univ.; Supt., Hamilton Co. Sch., Cincinnati, Ohio, since 1948.
- Crowell, Gilford W., B.S.'46, Murray State Col.; M.Ed.'50, Ed.D.'51, Univ. of Mo.; Dir., Center for Educ. Serv., Ohio Univ., Athens, Ohio, since 1953.
- Cummins, Paul R., B.S. in Ed.'34, Ohio Northern Univ.; M.A. in Adm.'44, Ohio State Univ.; Supt., Fairfield Co. Sch., Lancaster, Ohio, since 1945.
- Cunningham, Kenneth H., B.F.A.'33, Univ. of Mo.; Mgr., Archt. Dept., Kimble Glass Co., Toledo, Ohio, since 1945.
- Curry, Robert P., M.A.'37, Univ. of Cincinnati; Asst. Supt. of Sch., Cincinnati, Ohio, since 1948.
- Daniel, Fred M., A.B.'36, Muskingum Col.; M.A.'51, Kent State Univ.; Exec. Head, Scioto-Darby Local Sch., Hilliards, Ohio, since 1956.
- Darling, William Dwight, B.S. in Ed.'25, M.A.'27, Ohio State Univ.; Asst. State Supt. of Pub. Instr., Columbus, Ohio, since 1954.
- Darst, Harvey T., A.B.'25, Ball State Tchrs. Col.; M.A.'31, Univ. of Mich.; Exec. Head, Hunington Local Sch., Chillicothe, Ohio, since 1948.
- Darst, S. L., A.B.'26, Ball State Tchrs. Col.; M.A.'38, Ohio State Univ.; Supt., Chauncey-Dover Exempted Village Sch., Chauncey, Ohio, since 1953.
- Daugherty, Kermit, A.B.'28, D.Ed.'52, Rio Grande Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Jackson, Ohio, since 1946.
- David, Frederick A., B.Ed.'34, Univ. of Toledo; A.M.'39, Univ. of Mich.; Clerk-Treas., Shaker Heights City Sch. Dist., Cleveland, Ohio, since 1952.
- Davis, Charles Evans, A.B.'26, Rio Grande Col.; M.A.'35, Wittenberg Col.; Supt., Exempted Village Schs., Caldwell, Ohio, since 1956.
- Davis, J. H., B.S.'49, Ohio State Univ.; Asst. Mgr., Ohio Tchrs. and Pupils Reading Circle, Columbus, Ohio, since 1951.
- Davis, Thoburn Scott, B.A.'21, Ohio Wesleyan Univ.; M.A.'26, Tchrs. Col., Columbia Univ.; Supt. of Sch., Rocky River, Ohio, since 1948.
- Davis, William Glenn, B.S.'30, Miami Univ.; M.A.'36, Ohio State Univ.; Exec. Head, Local Sch., Manchester, Ohio, since 1954.
- Daw, Seward E., M.A.'33, Univ. of Chicago; Ph.D.'40, Univ. of Pittsburgh; Supt. of Sch., Wellsville, Ohio, since 1922.
- Dean, Edwin Ward, B.S. in Ed.'49, Ohio State Univ.; Exec. Head, Burlington Local Sch. Dist., Homer, Ohio, since 1955.
- Dennis, Glen Romaine, B.S.'31, Bowling Green State Univ.; M.A.'43, Ohio State Univ.; Supt. of Midview Sch., Grafton, Ohio, since 1956.
- Dennis, Merrill L., B.S. in Ed.'19, Ohio Univ.; M.A.'37, Columbus Univ.; Supt. of Sch., Mingo Junction, Ohio, since 1937.
- DeWitt, Cletus Klahr, B.A.'25, Heidelberg Col.; M.A.'31, Ohio State Univ.; Exec. Head of Sch., Vermilion, Ohio, since 1945.
- Dick, Frank, B.S.'49, M.S.'51, Bowling Green State Univ.; Supt., Pandora-Gilboa Sch., Pandora, Ohio, since 1953.
- Dickey, Lester L., A.B.'25, Ohio Wesleyan Univ.; M.A.'34, Ohio State Univ.; Ed.D.'54, Tchrs. Col., Columbia Univ.; Supt. of Sch., Hamilton, Ohio, since 1954.
- Donaldson, Howard W., A.B.'20, Hiram Col.; M.E., Kent State Univ.; Supt. of Sch., Madison, Ohio, since 1949.

- Dowling, Roger L., B.S.Ed.'27, Ohio Northern Univ.; M.S.Ed.'47, Univ. of Wis.; Exec. Secy., Ohio Assn. of Small Loan Companies, Columbus, Ohio, since 1933.
- Drake, Raymond George, B.S. in Ed.'10, M.S.'13, Kent State Univ.; Ph.D. in Ed.'34, Ohio State Univ.; Exec. Head, Plain Sch., Canton, Ohio, since 1933.
- Drake, (Mrs.) Sarah, Genl. Mgr., C. A. Gregory Co., Cincinnati, Ohio, since 1943.
- Duncan, Robert W., A.B.'13, M.A.'41, Ohio State Univ.; Supt. of Sch., Greenville, Ohio, since 1933.
- Dungan, John U., B.S.'19, Univ. of Ill.; M.A.'21, Univ. of Cincinnati; Supt. of Sch., Lakeland, Ohio, since 1924.
- Dunsmuir, Philo C., B.A.'21, Mich. State Normal Col., Ypsilanti; M.A.'23, Univ. of Toledo; Asst. Supt. of Sch., Toledo, Ohio, since 1943.
- Durbin, Robert Johnson, M.S. in Ed.'32, Ind. Univ.; Exec. Head of Jackson (Ohio) Local Sch., Union City, Ind., since 1933.
- Durkee, Warren M., A.B.'28, Bluffton Col.; M.A.'31, Ohio State Univ.; Supt. of Sch., Reading, Ohio, since 1946.
- Dutter, Gene A., B.S.Ed.'40, M.Ed.'30, Kent State Univ.; Prin., Plain Local Sch., Middlebranch, Ohio, since 1950.
- Dykes, Eugene W., B.Arch.'40, Okla. A. and M. Col.; Archt., Canton, Ohio.
- Dyess, Charles D., B.S. Elem. Ed.'31, B.S. Sec. Ed.'34, Defiance Col.; Supt., Continental-Palmer Sch. Dist., Continental, Ohio, since 1935.
- Early, Loren D., B.S.'32, Geneva Col.; M.A.'40, Columbia Univ.; Supt., Exempted Village Sch., Lisbon, Ohio, since 1954.
- Edwards, Paul B., B.Sc.'17, M.A.'36, Ohio State Univ.; Supt. of Sch., Newark, Ohio since 1936.
- Edwards, William B., B.A.'31, Ohio Univ.; M.A.'38, Kent State Univ.; Ph.D.'55, Western Reserve Univ.; Supt. of Sch., Lakewood, Ohio, since 1955.
- Ehrman, James H., B.A.'39, Bluffton Col.; M.A.'51, Kent State Univ.; Supt., Firelands Sch., Oberlin, Ohio, since 1953.
- Eibling, Harold H., B.Sc. in Ed.'26, Ohio Northern Univ.; M.A.'32, Ph.D.'50, Ohio State Univ.; D.Sc. in Ed.'53, Mt. Union Col.; Supt. of Sch., Columbus, Ohio, since 1956.
- Ellis, Herman L., B.S. in Ed.'38, Ohio Univ.; Exec. Head, Rome-Canaan Sch., Stewart, Ohio, since 1946.
- Ellsworth, F. O., A.B.'29, Defiance Col.; M.S.'38, Univ. of Mich.; Supt. of Sch., Wapakoneta, Ohio, since 1954.
- Ely, Ralph, B.A.'31, Col. of Wooster; M.A. in Adm.'42, Ohio State Univ.; Supt., Wayne Co. Sch., Wooster, Ohio, since 1948.
- Erwine, Robert Martin, B.A.'33, M.A. in Ed.'43, Univ. of Akron; Exec. Head, Coventry Sch., Akron, Ohio, since 1937.
- Essex, Martin W., B.S.'30, M.A.'34, Ohio State Univ.; D.Ped.'50, Baldwin-Wallace Col.; Supt. of Sch., Akron, Ohio, since 1955.
- Essig, J. Fred, B.S. in Ed.'27, Kansas State Tchrs. Col., Emporia; M.A.'31, State Univ. of Iowa; Ed.D.'44, Colo. State Col. of Educ.; Supt. of Sch., Youngstown, Ohio, since 1956.
- Evans, Howard R., A.B. in Ed.'23, Ind. State Tchrs. Col., Terre Haute; M.A.'28, Columbia Univ.; Ph.D.'30, Northwestern Univ.; Dean, Col. of Educ., Univ. of Akron, Akron, Ohio, since 1933.
- Evans, John W., A.B.'29, Rio Grande Col.; M.A.'33, Ph.D.'31, Ohio State Univ.; Supt. of Sch., Lorain, Ohio, since 1951.
- Everman, Edwin E., B.S. in Ed.'46, M.A. in Ed.'48, Ohio State Univ.; Supt., Monroe Twp. Sch., West Manchester, Ohio, since 1952.
- Eyman, R. Marle, B.E.'20, M.A.'29, Ohio State Univ.; State Supt. of Pub. Instr., Columbus, Ohio, since 1955.
- Fair, Russell R., B.S.'31, Kent State Univ.; Admin., Richmond Heights Sch., Cleveland, Ohio, since 1928.
- Farr, (Mrs.) Mildred Adkins, B.S. Ed.'27, Ohio State Univ.; M.S.Ed.'46, Univ. of Wis.; Prin., Old Orchard Elem. Sch., Toledo, Ohio, since 1945.
- Fawcett, Novice G., B.Sc.'31, L.L.D.'32, Kenyon Col.; M.A.'37, Ohio State Univ.; Pres., Ohio State Univ., Columbus, Ohio, since 1956.
- Feick, Kenneth G., B.A.'23, Capital Univ.; M.A.'46, Western Reserve Univ.; Supt. of Sch., Independence, Ohio, since 1945.
- Fell, Carl L., A.B.'30, M.A.'39, Ohio Univ.; Exec. Head of Sch., Carroll, Ohio, since 1943.
- Fenn, Sidney M., B.S.'16, M.A.'37, Ohio State Univ.; Supt. of Sch., Medina, Ohio, since 1947.
- Fernandez, Emil, Jr., B.A.'42, Salem Col.; M.A.'53, Ohio State Univ.; Exec. Head of Sch., New Haven, Ohio, since 1953.
- Finley, Lester M., B.S. in Ed.'23, Ohio State Univ.; M.A.'30, Columbia Univ.; Supt., Ashtabula Co. Sch., Jefferson, Ohio, since 1938.
- Fintz, John E., B.S. in Ed.'30, M.A.'33, Ohio State Univ.; Asst. Supt. of Sch., Cleveland, Ohio, since 1936.
- Fletcher, William R., A.B.'30, Marietta Col.; M.A.'35, Ph.D.'42, Ohio State Univ.; Head, Evaluation Div., Bureau of Educ. Research, and Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1947.
- Fley, James H., B.A.'26, M.A.'33, Ohio State Univ.; Supt., Exempted Village Sch., Milford, Ohio, since 1952.
- Flory, Irvin H., A.B.'29, Defiance Col.; Exec. Head of Sch., Hamler, Ohio, since 1943.
- Force, Leon S., B.S. in Ed.'46, Kent State Univ.; M.Ed.'50, Univ. of Pittsburgh; Supt., Exempted Village Sch., Sebring, Ohio, since 1950.
- Ford, H. L., A.B.'19, Ashland Col.; B.Sc.'20, M.A.'27, Ohio State Univ.; Supt. of Sch., Fostoria, Ohio, since 1937.
- Fordey, Wellington G., A.B.'24, M.A.'33, Ph.D.'44, Ohio State Univ.; Supt. of Sch., Euclid, Ohio, since 1952.
- Fowler, Myron, M.A.'37, Ohio State Univ.; Supt. of Sch., New Lexington, Ohio, since 1952.
- Fowler, Robert E., A.B.'28, Muskingum Col.; M.A.'37, Tchrs. Col., Columbia Univ.; Supt. of Sch., Cadiz, Ohio, since 1953.



- Fox, G. Robert, A.B.'41, Univ. of Mich.; M.A.'48, Western Reserve Univ.; Supt., West Orange Sch., Chesterland, Ohio, since 1953.
- Fox, H. Clifford, A.B.'20, M.A.'22, Findlay Col.; Ph.D.'41, State Univ. of Iowa; Pres., Findlay Col. and Winchester Grad. Sch. of Divinity, Findlay, Ohio, since 1947.
- Fox, James Oliver, B.A.'23, M.A.'31, Ohio State Univ.; Elem. Supt. and Supv., Sandy Valley Sch., Waynesburg, Ohio, since 1933.
- Francis, Ralph A., B.S. in Ed.'29, Wilmington Col.; M.A.'40, Ohio State Univ.; Supt., Liberty Union Sch., Delaware, Ohio, since 1934.
- French, Robert B., A.B.'22, M.A.'31, Univ. of Mich.; Supt. of Sch., Dayton, Ohio, since 1947.
- Frey, James Oliver, M.Ed.'49, Ohio Univ.; Supt., Hocking Co. Sch., Logan, Ohio, since 1933.
- Gabriel, O. J., B.S.'25, Col. of Wooster; M.Ed.'33, Univ. of Pittsburgh; Supt. of Sch., Struthers, Ohio, since 1944.
- Gaffga, Arthur R., B.S. in Ed.'29, Ohio State Univ.; M.A.'36, Univ. of Akron; Supt., Norton Sch., Barberton, Ohio, since 1940.
- Gant, Francis Wilson, M.A.'42, Ohio State Univ.; Supt., Exempted Village Sch., Mechanicsburg, Ohio, since 1934.
- Gantz, Ralph M., A.B.'29, Otterbein Col.; M.S.'35, Univ. of Akron; Supt. of Sch., Steubenville, Ohio, since 1930.
- Gantz, Theodore A., A.B.'29, Col. of Wooster; M.A.'48, Ohio State Univ.; Supt., Morrow Co. Sch., Mt. Gilead, Ohio, since 1949.
- Gardner, Bernard Early, A.B.'24, King Col. (Tenn.); M.A.'40, Kent State Univ.; Supt. of Local Sch., Dillonvale, Ohio, since 1936.
- Gates, Dale W., B.S. in Ed.'28, M.A.'37, Ohio State Univ.; Supt., United Local Schs., Hanoverton, Ohio, since 1934.
- Gee, John Edward, B.A.'29, Tusculum Col.; M.Ed.'34, D.Ed.'46, Univ. of Pittsburgh; Dean, Col. of Educ., Bowling Green State Univ., Bowling Green, Ohio, since 1933.
- Gephart, E. I., B.A.'22, Ohio Wesleyan Univ.; M.A.'33, Ohio State Univ.; Supt. of Sch., Ashtabula, Ohio, since 1930.
- Gibbent, C. A., B.S.'15, Muskingum Col.; M.A.'25, Tchr. Col., Columbia Univ.; Supt., Lorain Co. Sch., Elyria, Ohio, since 1933.
- Gibbs, Charles Strauss, B.S. in Ed.'23, M.A.'41, Ohio Univ.; Supt., Exempted Village Sch., Pomeroy, Ohio, since 1932.
- Gibson, Blotcher P., B.S. in Ed.'47, Cedarville Col., Ohio; Asst. Supt. of Sch., Xenia, Ohio, since 1934.
- Gillies, William H., B.S.'42, Kent State Univ.; M.A.'54, Western Reserve Univ.; Supt., Clearview Sch., Lorain, Ohio, since 1953.
- Gingery, Stanley L., A.B.'20, Ohio Wesleyan Univ.; A.M.'27, Ohio State Univ.; Asst. Supt. of Sch., Columbus, Ohio since 1941.
- Gisler, Dallas J., B.A.'33, Defiance Col.; M.S.'51, Ind. Univ.; Exec. Head of Sch., Holgate, Ohio, since 1948.
- Glaney, Fred Francis, M.A.'28, Ball State Tchr. Col.; Prin. of Local Sch., LaRue, Ohio, since 1930.
- Glass, Alfred M., M.A. in Ed.'32, Westminster Col.; Supt., Greene Twp. Local Sch., Lockwood, Ohio, since 1932.
- Goddard, Willard B., B.S. in Ed.'28, Kent State Tchr. Col.; M.Ed.'28, Univ. of N. H.; Supt., Onealburg Local Sch., East Canton, Ohio, 1923-30 (retired). Address: 1114-13th St., N. W., Canton, Ohio.
- Gond, Theodore J., B.S. in Ed.'40, Ohio Univ.; Exec. Head, Rockbridge Sch., Logan, Ohio, since 1948.
- Gotsch, Albin Vernon, B.S.'44, M.A.'48, Northwestern Univ.; Ph.D.'51, Ohio State Univ.; Admin. Asst., Princeton Local Sch. Dist., Sharonville, Ohio, since 1933.
- Gottfried, Franklin J., B.S. in Ed.'24, Bowling Green State Col.; M.A.'28, Ph.D.'31, Ohio State Univ.; Supt. of Sch., Elyria, Ohio, since 1933.
- Gosha, Richard Paul, B.A.'47, Heidelberg Col.; M.A.'49, Western Reserve Univ.; Supt., Exempted Village Sch., Amherst, Ohio, since 1934.
- Gower, Albert E., M.A.'24, Ohio State Univ.; Supt., Ross Co. Sch., Chillicothe, Ohio, since 1927.
- Graber, Claude, B.S. in Ed.'28, Kent State Univ.; M.A. in Ed.'39, Kent State Univ. and Ohio State Univ.; Supt., Briceville Twp. Sch., Newton Falls, Ohio, since 1932.
- \*Graff, Ellis U., A.B.'37, A.M.'15, Lake Forest Col.; Pres., Dept. of Superintendence, 1919-20; Honorary Life Member, American Assn. of Sch. Admin. Address: 127 N. 34th St., Newark, Ohio.
- Gray, Lloyd C., B.S. in Ed.'33, Ohio Univ.; M.A.'40, Ohio State Univ.; Supt. of Sch., Nelsonville, Ohio, since 1930.
- Gray, Robert A., B.S. in Ed.'21, Youngstown Col.; Exec. Head, New Barents Local Sch., Warren, Ohio, since 1932.
- Greene, Edwin H., A.B.'23, Maryville Col. (Tenn.); M.A.'31, Univ. of Cincinnati; Supt., Sycamore Union Sch., Blue Ash, Ohio, since 1930.
- Greene, Maxton F., B.A.'21, Ohio Wesleyan Univ.; M.A.'42, Tchr. Col., Columbia Univ.; Supt. of Sch., Granville, Ohio, since 1932.
- Grege, Wilbur I., B.S.'26, Muskingum Col.; M.A.'40, Ohio State Univ.; Supt. of Sch., St. Clairsville, Ohio, since 1942.
- Gunnnett, Paul G., B.A.'28, Ohio Wesleyan Univ.; M.A. in Sch. Adm.'31, Ohio State Univ.; Supt. of Sch., Barberton, Ohio, since 1944.
- Hadfield, Albert E., A.B.'24, Hiram Col.; A.M.'32, Tchr. Col., Columbia Univ.; Supt. of Sch., Maple Heights, Ohio, since 1938.
- Hadfield, R. Raymond, A.B.'30, Otterbein Col.; M.A.'49, Kent State Univ.; Supt. of Local Sch., Newbury, Ohio, since 1934.
- Halchin, John, B.S.'37, Pa. State Tchr. Col., Edinboro; M.Ed.'39, Pa. State Univ.; Supt. of Twp. Sch., Copley, Ohio, since 1934.
- Hales, James H., B.S. in Ed.'34, Ohio Univ.; M.A. in Ed.'45, Western Reserve Univ.; Exec. Head of Pub. Sch., Aurora, Ohio, since 1935.

- Hall, Raymond Elmo, B.A.'34, Defiance Col.; M.A.'43, Ohio State Univ.; Supt. of Sch., New Boston, Ohio, since 1951.
- Hall, Robert H., B.S.'21, M.A.'33, Ohio State Univ.; Exec. Head, Navarre-Bethlehem Sch., Navarre, Ohio, since 1935.
- Hallauer, William E., B.S.'22, Univ. of Ill.; Asst. Supt., in charge of Bus. Admin., Pub. Sch., Toledo, Ohio, since 1950.
- Hammack, W. M., B.S. in Ed.'39, Kent State Univ.; M.Ed.'50, Univ. of Pittsburgh; Exec. Head, Twp. Sch., Vienna, Ohio, since 1952.
- Hammack, William Eberly, B.A.'31, Western Ky. State Tchrs. Col., Bowling Green; M.A.'32, Univ. of S. Dak.; Supt., Colerain Twp. Sch., Cincinnati, Ohio, since 1949.
- Hammond, Granville S., A.B.'40, Otterbein Col.; M.A.'46, Ph.D.'52, Ohio State Univ.; Supt. of Sch., Alliance, Ohio, since 1954.
- Hanely, Merlin C., B.S.'39, M.A.'51, Univ. of Toledo; Supt., Waterville, Whitehouse, and Monclova Schs., Waterville, Ohio, since 1952.
- Harkness, Charles S., A.B.'15, Otterbein Col.; M.A.'26, Ohio State Univ.; Supt., Wood Co. Schs., Bowling Green, Ohio, since 1934.
- Harris, Lewis Evan, Ed.D.'52, N. Y. Univ.; Exec. Sec., Ohio Sch. Bds. Assn., Columbus, Ohio, since 1956.
- Harris, Walter L., B.S.'35, M.A.'41, Ohio State Univ.; Supt., Exempted Village Schs., Wellington, Ohio, since 1951.
- Harry, David P., Jr., A.B.'16, Swarthmore Col.; A.M.'22, Ph.D.'28, Tchrs. Col., Columbia Univ.; Prof. of Educ., Graduate Sch., Western Reserve Univ., Cleveland, Ohio, since 1937.
- Hartley, Joseph J., B.A.'28, Ohio Wesleyan Univ.; M.A.'45, Ohio State Univ.; Supt. of Schs., London, Ohio, since 1943.
- Hatton, Otis C., B.A.'10, Ohio Wesleyan Univ.; M.A.'27, Ohio State Univ.; LL.D.'34, Kent State Univ.; Supt. of Schs., Akron, Ohio, 1942-55 (retired). Address: 634 Crestview Ave., Akron, Ohio.
- Hauenstein, W. H., A.B.'29, Muskingum Col.; M.A.'41, Ohio State Univ.; Supt. of Schs., Rittman, Ohio, since 1946.
- Hawke, Oscar T., A.B.'14, A.M.'17, Wittenberg Col.; Supt., Clark Co. Schs., Springfield, Ohio, since 1922.
- Hayes, Paul C., B.S. in Ed.'47, Wilmington Col.; M.A.'48, Miami Univ.; Supt., Exempted Village Schs., Leontonia, Ohio, since 1955.
- Hearing, Odin E., B.S.'19, M.A.'38, Ohio State Univ.; Supt., Perry Co. Schs., New Lexington, Ohio, since 1928.
- Heck, Arch O., B.S.'13, Hedding Col.; M.S.'14, Univ. of Ill.; Ph.D.'24, Ohio State Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1923.
- Heinold, Fred W., M.D.'24, Univ. of Cincinnati; Pres., Bd. of Educ., Cincinnati, Ohio, since 1940.
- Heischman, Walter B., B.S.'32, Capital Univ.; M.A.'40, Ohio State Univ.; Supt., Upper Arlington Schs., Columbus, Ohio, since 1951.
- Helser, Roe K., A.B.'27, Manchester Col.; Exec. Head, Somerset-Reading Schs., Somerset, Ohio, since 1954.
- Helwick, Maurice R., A.B.'30, Mount Union Col.; M.A.'37, Ohio State Univ.; Supt. of Schs., Strasburg, Ohio, since 1950.
- Hendershot, Carl H., B.S.Ed.'38, Univ. of Akron; M.A.Ed.'48, Ed.D.'52, Western Reserve Univ.; Asst. Supt. of Schs., Bellefontaine, Ohio, since 1956.
- Henderson, Carl P., M.A.'34, Ohio State Univ.; Supt., Saline Schs., Irondale, Ohio, since 1930.
- Hendricks, Archie Eugene, B.S. in Ed.'38, Miami Univ. (Ohio); A.M.'46, Ph.D.'49, Univ. of Chicago; Assoc. Prof. of Educ., Kent State Univ., Kent, Ohio, since 1955.
- Henning, William Kenneth, B.S.Ed.'39, M. Ed.'50, Ohio Univ.; Exec. Head of Local Sch., Wooster, Ohio, since 1953.
- Hensel, Beryl D., B.S.'39, M.A.'40, Ohio State Univ.; Supt., Exempted Village Schs., Versailles, Ohio, since 1952.
- Hentze, Louis J., Superior Coach Corp., Lima, Ohio.
- \*Herrick, John H., B.A.'28, M.A.'36, Ph.D.'44, Ohio State Univ.; Head, Survey Div., Bureau of Educ. Research, Ohio State Univ., Columbus, Ohio, since 1947.
- Herron, J. Wendell, B.S.'29, Muskingum Col.; M.Ed.'40, Univ. of Pittsburgh; Supt., Exempted Village Schs., Carrollton, Ohio, since 1947.
- Herron, Richard Wallace, A.B.'36, Miami Univ. (Ohio); M.A.'38, Univ. of Cincinnati; Supt. of Local Schs., Terrace Park, Ohio, since 1951.
- Heskett, Dale D., B.S.'27, Muskingum Col.; M.A.'37, Ohio State Univ.; Supt. of Schs., Bedford, Ohio, since 1950.
- Hesterman, F. F., A.B.'30, Valpariso Univ.; M.A.'48 Bowling Green State Univ.; Supt., Ridgeville Schs., Ridgeville Corners, Ohio, since 1938.
- Hibschman, Ralph O., D.Ed.'41, Ohio Northern Univ.; Dir., The Andrews Sch. for Girls, Willoughby, Ohio, since 1929.
- Hiestand, Ernest, A.B.'25, Ind. Univ.; A.M.'32, Univ. of Wis.; Exec. Head of Sch., Old Fort, Ohio, since 1943.
- Hiestand, Kenneth Virgil, B.S.'33, M.A.'48, Kent State Univ.; Supt. of Schs., Brookfield, Ohio.
- Higgins, E. Eugene, B.S. in Arch.'29, Clemson A. & M. Col.; M.S.Ed.'51, Univ. of Richmond; Educ. Consultant, The E. F. Hauserman Co., Cleveland, Ohio, since 1955.
- Hill, O. E., B.S. in Ed.'27, Ohio Univ.; M.A. in Adm.'36, Columbia Univ.; Supt. of Schs., Cleveland Heights, Ohio, since 1951.
- Hissong, Clyde, Ph.D.'31, Ohio State Univ.; Prof. of Educ., State Univ., Bowling Green, Ohio, 1928-45 and since 1954.
- Hoerner, W. F., A.B.'24, Earlham Col.; M.A.'30, Columbia Univ.; Supt. of Schs., Piqua, Ohio, since 1952.
- Hofacre, Howard Leroy, B.S. in Ed.'37, M.A.'52, Ohio State Univ.; Exec. Head of Schs., Lexington, Ohio, since 1946.
- Holmes, Jay William, A.B.'16, Hiram Col.; M.A.'28, Ohio State Univ.; Prin., Wilbur Wright H. S., Dayton, Ohio, since 1940.
- Holmes, Roy E., A.B.'29, Wilmington Col.; M.A.'38, Ohio State Univ.; Supt. of Schs., Wilmington, Ohio, since 1952.



- Holt, E. E., A.B.'26, Wilmington Col.; M.A.'36, Miami Univ.; LL.D.'54, Wittenberg Col.; Supt. of Schs., Springfield, Ohio, since 1948.
- Hontos, George, Exec. Head, Scioto Local Schs., Wakefield, Ohio.
- Hopkins, Carl L., B.E.'30, Univ. of Akron; M.A.'43, Ohio State Univ.; Supt. of Schs., Delaware, Ohio, since 1955.
- Howells, Paul Kenneth, B.S.'33, Northwestern Univ.; M.A.'34, Univ. of Mich.; Ph.D.'56, Ohio State Univ.; Dir., Bur. of Appointments, Kent State Univ., Kent, Ohio, since 1956.
- Howes, Kimball L., B.S.E.'47, Western Ill. State Col.; M.A.'51, Western Reserve Univ.; Exec. Head., Salem Local Schs., Urbana, Ohio, since 1956.
- Humbert, Gordon G., B.Sc.'29, M.A.'36, Ohio State Univ.; Supt. of Schs., Lima, Ohio, since 1947.
- Hurst, Lincoln Walker, B.A.'32, Maryville Col. (Tenn.); M.Ed.'41, Univ. of Cincinnati; Supt., Exempted Village Schs., Loveland, Ohio, since 1941.
- Impson, Robert Oren, B.S.Ed.'48, Cedarville Col.; M.A.Ed.'54, Univ. of Cincinnati; Supt., Cedar Cliff Schs., Cedarville, Ohio, since 1955.
- Ingham, Clyde A., A.B.'28, Baldwin-Wallace Col.; M.A.'41, Ohio State Univ.; Exec. Head, Platt R. Spencer H. S., Local Sch. Dist., Geneva, Ohio, since 1947.
- Isaacs, Anna F., B.A.'44, Univ. of Cincinnati; M.Ed.'50, Xavier Univ.; Dir. of the Personality Development Preschool, Cincinnati, Ohio, since 1949.
- Isham, Vernon V., M.A.'35, Univ. of Wis.; M.Ed.'52, Kent State Univ.; Exec. Head, Local Sch., Wadsworth, Ohio, since 1931.
- Jacobs, Fritz F., Master's'50, W. Va. Univ.; Exec. Head, Utica-Washington Schs., Utica, Ohio, since 1955.
- Jacobs, (Miss) Zola D., A.B.'12, Otterbein Col.; M.A.'22, Columbia Univ.; Supt. of Schs., Findlay, Ohio, since 1952.
- Jameson, Sanford F., B.A.'23, Ohio Northern Univ.; M.A.'35, Columbia Univ.; Supt. of Schs., Warren, Ohio, since 1955.
- Jarvis, Emerson D., A.B.'24, Franklin Col.; A.M.'30, Ind. Univ.; Ph.D.'48, Ohio State Univ.; Supt., Bexley Schs., Columbus, Ohio, since 1948.
- Jeffers, Glenn B., B.A.'26, Muskingum Col.; M.A.'31, Ohio State Univ.; Supt. of Schs., Troy, Ohio, since 1946.
- Jenkins, Earl James, B.S.'20, Denison Univ.; Ph.C.'27, Cincinnati Col. of Pharmacy; Exec. Head, Cleves-North Bend Schs., North Bend, Ohio, since 1953.
- Jividen, Denver C., M.A.'43, Ohio State Univ.; Asst. Supt., Geauga Co. Schs., Chardon, Ohio, since 1956.
- Johnson, C. Montelle, B.A.'32, Defiance Col.; M.A.'48, Kent State Univ.; Supt. of Schs., Canfield, Ohio, since 1949.
- Johnson, Charles W., B.S. in Ed.'18, Ed.D.'38, Univ. of Cincinnati; M.A.'29, Ohio State Univ.; Assoc. Prof. of Educ. and Chmn., Dept. of Admin. and Supvrn., Univ. of Cincinnati, Cincinnati, Ohio, since 1948.
- Johnson, Lawrence E., B.A.'24, Otterbein Col.; M.A.'33, Ohio State Univ.; Exec. Head of Schs., Cygnet, Ohio, since 1936.
- Johnson, Samuel R., A.B.'30, B.S.Ed.'32, Wittenberg Col.; M.A.'46, Ohio State Univ.; Supt., Canton South Local Schs., Canton, Ohio, since 1954.
- Johnson, Stanley L., B.S. in Ed.'47, Ohio State Univ.; Exec. Head, Scioto Valley Local Schs., Ostrander, Ohio, since 1955.
- Jones, Claris Eugene, B.A.'36, B.S.'38, M.A.'44, Ohio State Univ.; Exec. Head, Local Schs., Perry, Ohio, since 1953.
- Jones, Gilbert H., A.B.'10, B.S.'15, Wilberforce Univ.; Ph.B.'15, A.M.'20, Dickinson Col.; Ph.D.'20, Jena Univ., Germany; Vicepres. and Dean, Wilberforce Univ., Wilberforce, Ohio, since 1951.
- Jones, Hildred B., Ph.D.'50, Univ. of Pittsburgh; Dean, Ohio Northern Univ., Ada, Ohio, since 1954.
- Jones, William H., A.B.'25, Rio Grande Col.; M.A.'49, Western Reserve Univ.; Supt. of Schs., Avon, Ohio, since 1952.
- Jordak, A. J., A.B.'30, Otterbein Col.; M.A.'40, Western Reserve Univ.; Supt. of Schs., Middlefield, Ohio, since 1941.
- Joseph, Elmer J., A.B.'27, Manchester Col.; M.A.'38, Ohio State Univ.; Supt., Hancock Co. Schs., Findlay, Ohio, since 1948.
- Juett, Tilman L., A.B.'47, Georgetown Col.; M.A.Ed.'49, Univ. of Ky.; Supt. of Schs., Union City (Ohio), Ind., since 1956.
- Kane, Michael M., B. Interior Design '43, B.Arch.'49, Univ. of Mich.; Archt., Michael M. Kane and Assoc., Cleveland, Ohio, since 1950.
- Karcher, Charles M., Supt., Local Schs., Kalida, Ohio.
- Kauber, Albert J., B.A.'29, Capital Univ.; M.A.'40, Ohio State Univ.; Supt., Johnstown-Monroe Schs., Johnstown, Ohio, since 1952.
- Kavanagh, Eugene W., A.B.'41, Cedarville Col.; M.E.'53, Miami Univ. (Ohio); Asst. Supt., Greene Co. Schs., Xenia, Ohio, since 1954.
- Kennedy, Harold William, B.S.'27, M.A.'32, Ph.D.'40, Ohio State Univ.; Head, Dept. of Educ., Rio Grande Col., Rio Grande, Ohio, since 1953.
- Kerr, E. S., B.S. in Ed.'16, Ohio State Univ.; Supt. of Sch., Salem, Ohio, since 1931.
- Kessler, Anson Thomas, B.S.Ed.'34, Ohio Northern Univ.; Exec. Head, Local Schs., Phillipsburg, Ohio, since 1954.
- Kettlewell, Albert W., Supt. of Schs., Williamsburg, Ohio.
- Kincaid, Dana Eugene, B.S. in Ed.'49, Bowling Green State Univ.; Supt. of Schs., Rock Creek, Ohio, since 1953.
- King, J. Irvine, B.A.'30, Univ. of Dubuque; M.A.'40, Ohio State Univ.; Supvr. of Sec. Sch., Lorain Co. Bd. of Educ., Elyria, Ohio, since 1956.
- Kinney, Dale B., B.S. in Ed.'34, Bowling Green State Univ.; M.A.'48, Ohio State Univ.; Supt., Richland Co. Schs., Mansfield, Ohio, since 1950.
- Kirkpatrick, James R., B.S. in Ed.'42, Capital Univ.; M.A.'51, Ohio State Univ.; Exec. Head, Southwest Licking Local Schs., Pataskala, Ohio, since 1954.
- Kiser, Carl C., B.S.'23, Mount Union Col.; M.A.'33, Univ. of Pittsburgh; Supt., Champion Twp. Sch., Warren, Ohio, since 1936.



- Kizer, Elmer Winfield, B.S.'11, Hiram Col.; A.M.'30, Univ. of Cincinnati; Prin., Hughes H. S., Cincinnati, Ohio, since 1945.
- Klay, Roy W., B.S. in Ed.'37, Ohio Univ.; M.A.'47, Ohio State Univ.; Supt. of Schs., Shreve, Ohio, since 1949.
- Klohr, Paul R., A.B.'40, DePauw Univ.; Ph.D.'48, Ohio State Univ.; Dir., Univ. Sch. and Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1952.
- Klopper, Virlen L., B.S.'40, Wittenberg Col.; M.A.'48, Ohio State Univ.; Supt. of Schs., Germantown, Ohio, since 1955.
- Knapp, Thomas C., B.S.'27, M.A.'31, Ohio State Univ.; Supt., Stark Co. Schs., Canton, Ohio, since 1940.
- Knight, N. Taylor, A.B.'26, King Col.; M.S. in Ed.'37, Univ. of Tenn.; Dir. of Educ. Placement and Research, Ohio Penitentiary, Columbus, Ohio, since 1953.
- Knight, William H., B.S.'25, Kent State Univ.; M.A.'31, Ohio State Univ.; Supt., Exempted Village Schs., Millersburg, Ohio, since 1954.
- Koepp, John F., B.S. in Ed.'21, Kent State Univ.; M.A.'32, Western Reserve Univ.; Supt. of Schs., Berea, Ohio, since 1935.
- Korb, O. J., B.S.'18, Kent State Univ.; M.A.'27, Tchrs. Col., Columbia Univ.; Ph.D.'38, Western Reserve Univ.; Supt. of Schs., East Cleveland, Ohio, since 1939.
- Koss, Harry Albert, A.B.'34, M.S.'50, Butler Univ.; Ed.D.'54, Univ. of Wyo.; Supt. of Schs., Oberlin, Ohio, since 1956.
- Krantz, LaVern L., B.S.'29, M.A.'30, Ph.D.'54, Univ. of Mich.; Assoc. Prof. of Educ. Admin., Ohio Univ., Athens, Ohio, since 1955.
- Kurtz, Norbert A., A.B.'46, Capital Univ.; M.A.'50, Ohio State Univ.; Supt. of Schs., Pioneer, Ohio, since 1951.
- Kurtz, Wm. E., B.A.'33, Col. of Wooster; M.Ed.'52, Kent State Univ.; Supt. of Schs., Brewster, Ohio, since 1952.
- \*Lake, Charles H., B.A.'09, M.A.'10, LL.D.'34, Ohio State Univ.; LL.D.'44, Western Reserve Univ.; Pres., American Assn. of Sch. Admin., 1945-46; Honorary Life Member, American Assn. of Sch. Admin.; Supt. of Schs., Cleveland, Ohio, 1933-47 (retired). Address: 3238 Chadbourne Rd., Shaker Heights, Cleveland, Ohio.
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- Lappin, Clarence G., A.B.'15, Oberlin Col.; M.A.'35, Ohio State Univ.; Supt., Shawnee Local Schs., Lima, Ohio, since 1926.
- Lash, H. Howard, A.B.'49, West Liberty State Col.; M.Ed.'53, Kent State Univ.; Exec. Head, Fulton Local Sch., Swanton, Ohio, since 1953.
- Latta, Lester, Jr., M.S.'52, Bowling Green State Univ.; Exec. Head, Ohio City-Liberty Schs., Ohio City, Ohio, since 1954.
- Lautenschlager, J. F., B.S.'27, Ohio Univ.; M.A.'35, Ohio State Univ.; Supt. of Co. Schs., Coshocton, Ohio, since 1931.
- Laws, W. Edward, B.S.'22, Denison Univ.; M.A.'33, Ohio State Univ.; Supt., Tuscarawas Co. Schs., New Philadelphia, Ohio, since 1936.
- Lea, John R., B.A.'24, Col. of Wooster; M.A.'37, Ohio State Univ.; Supt. of Schs., Fredericksburg, Ohio, since 1939.
- Leach, Kenneth Gerald, A.B.'30, B.S.'30, Ohio Univ.; Supt., Brown Zaleski Schs., Zaleski, Ohio, since 1934.
- Leatherman, Galen G., A.B.'32, Bluffton Col.; Exec. Head, Ruggles-Troy Schs., Nova, Ohio, since 1951.
- Lemasters, Austin O., B.S.'24, Ohio State Univ.; M.E.'41, Univ. of Pittsburgh; Supt. of Howland Schs., Warren, Ohio, since 1945.
- Lemmon, D. C., B.A.'28, Muskingum Col.; M.A.'40, Ohio State Univ.; Supt. of Schs., Dover, Ohio, since 1947.
- Lenhart, O. W., B.S.'15, Wooster Col.; M.A.'36, Columbia Univ.; Supt. of Schs., Lowellville, Ohio, since 1933.
- Lenkaitis, Lewis A., B.S.'40, Baldwin-Wallace Col.; M.A.'48, Western Reserve Univ.; Supt. of Schs., Strongsville, Ohio, since 1952.
- Lenz, Maurice A., B.S.'25, Ashland Col.; M.A.'48, Univ. of Mich.; Exec. Head, Townsend-Wakeman Schs., Wakeman, Ohio, since 1954.
- Levenson, William B., B.S.'27, Ohio State Univ.; M.A.'33, Ph.D.'37, Western Reserve Univ.; Deputy Supt. of Schs., Cleveland, Ohio, since 1954.
- Lewis, Vaughn, B.A.'28, M.A.'35, Ohio State Univ.; Supt., Greene Co. Sch., Xenia, Ohio, since 1953.
- Lightfritz, S. J., A.B.'21, Marietta Col.; M.A.'37, Ohio State Univ.; Supt., Exempted Village Schs., Belpre, Ohio, since 1948.
- Lindsey, Robert C., A.B.'42, Findlay Col.; M.A.'51, Kent State Univ.; Exec. Head, Local Schs., Thompson, Ohio, since 1951.
- Litzberg, E. F., A.B.'25, B.S.'27, Marion Col.; A.M.'36, Ohio State Univ.; Supt., Columbia Twp. Schs., Columbia Station, Ohio, since 1946.
- Locke, John F., B.S.'31, Univ. of Cincinnati; Dir., Dept. of Community Relations, Pub. Schs., Cincinnati, Ohio, since 1938.
- Long, Frank, A.B.'32, M.A.'37, Wittenberg Col.; Exec. Head, Mad River-Green Schs., Enon, Ohio, since 1934.
- Longworth, Robert H., A.B.'27, Adrian Col.; M.Ed.'37, Univ. of Pittsburgh; Supt., Carroll Co. Sch., Carrollton, Ohio, since 1948.
- Loos, Leonard E., A.B.'22, Wittenberg Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Ph.D.'40, N. Y. Univ.; Prin., Shore Sch., Euclid, Ohio, since 1937.
- Lower, Kenneth E., B.A.'29, Baldwin-Wallace Col.; M.A.'40, Western Reserve Univ.; Supt., Exempted Village Schs., North Olmsted, Ohio, since 1947.
- Lucas, Homer C., A.B.'20, Ohio Wesleyan Univ.; Ginn and Co., Columbus, Ohio.
- Lucas, Robert E., B.S. in Ed.'37, Wilmington Col.; M.A.'46, Ohio State Univ.; Supt., Princeton Schs., Sharonville, Ohio, since 1955.
- Luttrell, C. John W., B.A.'17, B.S. in Ed.'17, Ohio State Univ.; M.A.'24, Tchrs. Col., Columbia Univ.; Supt., Ridgeville Schs., North Ridgeville, Ohio, since 1955.



- McBride, James H., B.S.'35, Muskingum Col.; M.A.'40, Univ. of Colo.; Supt. of Schs., Norwalk, Ohio, since 1949.
- McBride, James L., Ph.M.'36, Univ. of Wis.; Supt., Columbiana Co. Schs., Lisbon, Ohio, since 1950.
- McCambridge, Ralph Dale, B.S. in Ed.'43, Ohio Univ.; M.A.'49, Ohio State Univ.; Supt., Exempted Village Schs., Willard, Ohio.
- McCarroll, Emmet F., A.B.'25, Otterbein Col.; M.A.'40, Univ. of Mich.; Supt., Exempted Village Schs., Dennison, Ohio, since 1937.
- McClintock, Douglas, M.A.'46, Western Reserve Univ.; Supt., Kirtland Twp. Schs., Willoughby, Ohio, since 1949.
- McComas, Lee William, M.A.'40, Ohio State Univ.; Supt., Exempted Village Schs., Middleport, Ohio, since 1941.
- McConagha, G. A., A.B.'29, Muskingum Col.; M.A.'36, Ohio State Univ.; Supt., Grandview Hgts. Schs., Columbus, Ohio, since 1956.
- McConagha, Glenn L., Ph.D.'42, Ohio State Univ.; Admin. Vicepres., Muskingum Col., New Concord, Ohio, since 1953.
- McCord, Harold C., B.S. in Ed.'26, Ohio Univ.; M.A.'34, Ohio State Univ.; Supt. of Schs., Worthington, Ohio, since 1938.
- McCormick, Firman S., A.B.'19, Tri-State Col.; M.A.'25, Tchrs. Col., Columbia Univ.; Asst. Supt., Jr. and Sr. H. Schs., Cleveland, Ohio, since 1954.
- McCormick, R. L., B.S.'28, Ball State Tchrs. Col. (Ind.); M.A.'32, Columbia Univ.; Supt. of Schs., Huron, Ohio, since 1939.
- McCoy, Raymond F., A.B.'34, Xavier Univ.; M.A.'35, B.E.'36, Ed.D.'39, Univ. of Cincinnati; Chmn. Dept. of Educ. and Dir., Grad. Div., Xavier Univ., Cincinnati, Ohio, since 1946.
- McCracken, Robert W., B.A.'42, Ohio Wesleyan Univ.; M.A.'49, Ohio State Univ.; Supt., Madison Schs., Groveport, Ohio, since 1953.
- McDermott, Harold C., M.A.'51, Univ. of Cincinnati; Supt. of Schs., Sidney, Ohio, since 1951.
- McDonald, Ralph W., A.B.'25, Hendrix Col.; A.M.'27, Ph.D.'33, Duke Univ.; Pres., State Univ., Bowling Green, Ohio, since 1951.
- McDonel, Dwight E., A.B.'28, Adrian Col.; M.A.'33, Ohio State Univ.; Exec. Head of Schs., Camden, Ohio, since 1955.
- McDougall, Richard E. C., A.B.'16, Greenville Col.; M.A.'25, Northwestern Univ.; Ph.D.'43, Ohio State Univ.; Supt. of Schs., Orrville, Ohio, since 1936.
- McDowell, John P., B.A.'23, Col. of Wooster; M.A.'30, Univ. of Akron; Supt. of Schs., Hudson, Ohio, since 1951.
- McFarland, G. E., B.S.'12, Otterbein Col.; M.A.'32, Ohio State Univ.; Supt. of Co. Schs., Delaware, Ohio, since 1937.
- McGlone, Orin G., B.S.Ed.'31, M.A.'38, Ohio State Univ.; Exec. Head, Marlington Schs., Louisville, Ohio, since 1956.
- McKelvey, Frederick H., A.B.'30, Univ. of Ill.; Ed.M.'36, Ed.D.'54, Harvard Univ.; Dir., Summer Session and Univ. Extension, Ohio Univ., Athens, Ohio, since 1954.
- McKelvey, Herbert W., A.B.'27, Ohio Univ.; M.A.'34, Ohio State Univ.; Supt. of Schs., Portsmouth, Ohio, since 1949.
- McKibben, Ralph M., M.A.'46, Ohio State Univ.; Supt., Putnam Co. Schs., Ottawa, Ohio, since 1950.
- McKinney, Donovan Ewing, B.S. in Ed.'44, Ohio Northern Univ.; M.A.'52, Ohio State Univ.; Exec. Head, Local Schs., Bellville, Ohio, since 1953.
- McMullen, R. F., B.A.'13, M.A.'32, Ohio State Univ.; Supt. of Schs., Loudonville, Ohio, since 1929.
- McNutt, Robert A., Supt. of Schs., Jefferson, Ohio.
- McPherson, William N., B.S.'28, M.S.'37, Ind. State Tchrs. Col., Terre Haute; Supt., Drake Co. Schs., Greenville, Ohio, since 1956.
- MacKey, Carl L., A.B.'18, Marietta Col.; M.A.'51, Univ. of Wyo.; Supt. of Schs., Sandusky, Ohio, since 1953.
- Majick, Louis, B.S. in Ed.'48, Youngstown Col.; M.Ed.'53, Kent State Univ.; Exec. Head, Lordstown Schs., Warren, Ohio, since 1952.
- Major, John A., B.S. in Ed.'38, Ohio Northern Univ.; M.A.'51, Columbia Univ.; Supt. of Schs., Solon, Ohio, since 1952.
- Malone, E. R., B.S.Ed.'35, Ohio Northern Univ.; M.S.Ed.'42, Univ. of Akron; Supt., Exempted Village Schs., North Canton, Ohio, since 1954.
- Marks, Elmer P., A.B.'24, Manchester Col.; M.A.'50, Univ. of Toledo; Supt., Troy Twp. Schs., Luckey, Ohio, since 1952.
- Martin, Samuel E., A.B.'26, Heidelberg Col.; M.A.'34, Ohio State Univ.; Supt., Seneca Co. Schs., Tiffin, Ohio, since 1939.
- Martin, Stanley E., A.B.'35, Denison Univ.; M.A.'42, Ohio State Univ.; Educ. Consultant, McLaughlin and Keil, Architects, Lima, Ohio, since 1952.
- Mattes, Milan, B.S.'23, Mount Union Col.; M.A.'39, Western Reserve Univ.; Supt., Exempted Village Schs., Newton Falls, Ohio, since 1946.
- Maxwell, W. T., B.S.'42, Ohio State Univ.; M.A.'50, Miami Univ.; Prin., East Elem. Sch., Greenville, Ohio.
- Mayer, Lewis F., B.A.'20, Col. of Wooster; M.A.'30, Ohio State Univ.; Supt., Fairview Park Schs., Cleveland, Ohio, since 1921.
- Meffley, Dale G., Exec. Head of Schs., Ashland, Ohio.
- Mensch, John A., B.S.'40, Mount Union Col.; M.A.'49, Kent State Univ.; Supt., Exempted Village Schs., Windham, Ohio, since 1953.
- Metzger, D. B., B.A.'24, Heidelberg Col.; M.A.'28, Ohio State Univ.; Supt. of Schs., Toronto, Ohio, since 1944.
- Michel, Gerald H., A.B.'23, Ohio Wesleyan Univ.; M.A.'31, Columbia Univ.; Supt. of Schs., Wickliffe, Ohio, since 1945.
- Mikesell, Ralph H., A.B.'30, Ohio Northern Univ.; M.A.'34, Ohio State Univ.; Supt., Exempted Village Schs., Eaton, Ohio, since 1945.
- Miller, Donald F., B.S. in Ed.'35, Ohio Univ.; Ed.M.'40, Univ. of Pittsburgh; Supt. of Schs., Shadyside, Ohio, since 1954.



## OHIO

- Miller, Edgar F., B.S.'25, Denison Univ.; M.A.'33, Columbia Univ.; Supt., York Twp. Sch., Clyde, Ohio, since 1948.
- Miller, I. J., B.S.'35, Baldwin-Wallace Col.; M.S.'42, Western Reserve Univ.; Supt. of Schs., Bucyrus, Ohio, since 1950.
- Miller, I. William, B.S. in Ed.'33, M.A.'38, Bowling Green State Univ.; Exec. Head, Oregon Twp. Schs., Toledo, Ohio, since 1954.
- Miller, Kenneth R., A.B.'41, B.S.'41, Ohio State Univ.; M.S.'50, Butler Univ.; Pres., Ohio Mechanics Inst., Cincinnati, Ohio, since 1953.
- Miller, Marvin H., B.S.'30, Ohio Univ.; A.M.'37, Ohio State Univ.; Supt., Big Walnut Schs., Sunbury, Ohio, since 1950.
- Miller, M. Hughes, A.B.'29, Muhlenberg Col.; M.A.'32, Univ. of Pa.; Book Mgr., Wesleyan Univ. Press, Inc., Columbus, Ohio.
- Miller, Theron O., B.S.'32, M.A.'48, Bowling Green State Univ.; Exec. Head, Florida Schs., Napoleon, Ohio, since 1940.
- Miller, Thomas Q., B.F.A.'49, Ohio Univ.; Prin., Mifflin Local Sch. Dist., Mansfield, Ohio, since 1953.
- Miller, W. W., A.B.'22, Goshen Col.; M.A.'28, Ph.D.'39, Ohio State Univ.; Asst. Supt. of Schs., Columbus, Ohio, since 1936.
- Minnich, (Mrs.) Oneida Mary, B.S.'43, Wittenberg Col.; Prin., McKinley Elem. Sch., West Milton, Ohio, since 1951.
- Miraben, George B., A.B.'36, Marietta Col.; M.A.'42, Ohio State Univ.; Asst. Supt. of Schs., Elyria, Ohio, since 1953.
- Moffett, V. B., A.B.'29, Wittenberg Col.; M.A.'38, Ohio State Univ.; Supt., Ashland Co. Schs., Ashland, Ohio, since 1939.
- Moore, Benjamin Arthur, B.S.Ed.'19, Ohio Northern Univ.; M.A.'33, Ohio State Univ.; Asst. Dir., Ohio Scholarship Tests, State Dept. of Educ., Columbus, Ohio, since 1938.
- Moore, Harry R., B.S. in Ed.'31, Wittenberg Col.; M.A.'36, Ohio State Univ.; Supt., Southeastern Schs., Arcanum, Ohio, since 1950.
- Moore, Wilden J., B.S. in Ed.'28, Kent State Univ.; M.E.'35, Univ. of Cincinnati; Supt. of Schs., Girard, Ohio, since 1939.
- Morgan, Thomas O., M.A.Ed.'42, Kent State Univ.; Supt. of Schs., Tallmadge, Ohio, since 1949.
- Morris, Charles Herman, B.A.'37, B.S.'49, M.A.'56, Ohio State Univ.; Supt., Glenford-Hopewell Schs., Glenford, Ohio, since 1954.
- \*Morris, M. Ray, B.S. in Ed.'27, Muskingum Col.; B.S. in Bus. Adm.'28, Bliss Col.; M.A.'39, Columbia Univ.; Supt. of Schs., Westerville, Ohio, since 1943.
- Morrison, J. H., A.B.'26, Ohio Univ.; M.A.'40, Wittenberg Col.; Supt., Northridge Schs., Dayton, Ohio, 1929-56.
- Moyer, Robert Withrow, B.S.Ed.'39, Ohio Univ.; M.A.'48, Exec. Head, Kingston-Union Schs., Kingston, Ohio, since 1956.
- Munzenmayer, L. H., Ph.D.'31, Ohio State Univ.; Prof. of Educ. and Dir. of Appointments, Kent State Univ., Kent, Ohio, since 1931.
- Murphy, Robert P., B.S.'33, Muskingum Col.; M.Ed.'48, Univ. of Pittsburgh; Supt., Guernsey Co. Schs., Cambridge, Ohio, since 1950.
- Murray, A. B. A.B.'27, Bluffton Col.; M.A.'35, Ohio State Univ.; Supt., Exempted Village Schs., Bluffton, Ohio, since 1949.
- Musgrave, Oscar L., B.A.'34, Findlay Col.; M.A.'46, Ohio State Univ.; Supt. of Schs., Lebanon, Ohio, since 1951.
- Musselman, Dwight L., M.A.'39, Ohio State Univ.; Supt. of Schs., Galion, Ohio, since 1954.
- Myers, Gaylord W., A.B.'29, M.A.'40, Univ. of Toledo; Supt., Sugar creek Schs., Vaughnsville, Ohio, since 1947.
- Nace, Howard, B.S.'39, Wilmington Col.; M.A.'51, Miami Univ. (Ohio); Supt., Miami Central Schs., Troy, Ohio, since 1955.
- Naragon, Lloyd E., B.S.'31, Heidelberg Col.; M.A.'39, Columbia Univ.; Supt., Buckeye Local Sch., Medina, Ohio, since 1936.
- Nash, Robert L., B.A.'32, Muskingum Col.; M.A.'38, Ohio State Univ.; Prin., Barrett Jr. H. S., Columbus, Ohio, since 1954.
- Nichols, Harold L., B.A.'35, Mt. Union Col.; M.A.'47, Ph.D.'52, Ohio State Univ.; First Asst. Supt. of Sch., Akron, Ohio, since 1955.
- Niederhauser, John O., B.S.'32, Heidelberg Col.; Supt. of Schs., Canton, Ohio, since 1956.
- Nisonger, I. J., B.S. in Ed.'27, M.A.'36, Ohio State Univ.; Supt., Boardman Schs., Youngstown, Ohio, since 1945.
- Noffsinger, George J., B.S.'43, Manchester Col.; M.S.'53, Miami Univ. (Ohio); Exec. Head of Local Sch., Farmersville, Ohio, since 1950.
- Nolley, Gilbert Talmadge, B.S.'33, M.S. in Ed.'34, Univ. of Akron; Exec. Head, East Franklin Schs., Akron, Ohio, since 1936.
- Nystrom, Wendell C., A.B.'14, Bethany Col.; M.A.'34, Ph.D.'37, Univ. of Kansas; Dean and Prof. of Educ., Wittenberg Col., Springfield, Ohio, since 1937.
- Oldfather, Robert B., A.B.'25, Heidelberg Col.; M.A.'37, Ohio State Univ.; Supt. of Schs., Painesville, Ohio, since 1948.
- Oman, Durling W., A.B.'27, Findlay Col.; M.A.'34, Univ. of Mich.; Supt., Wyandot Co. Schs., Upper Sandusky, Ohio, since 1948.
- Ort, Vergil K., A.B.'31, Defiance Col.; M.A.'37, Univ. of Mich.; Ph.D.'55, Ohio State Univ.; Asst. Prof., Bowling Green State Univ., Mansfield, Ohio, since 1956.
- Osborne, Robert L., B.S.'34, Wilmington Col.; M.E.'53, Miami Univ. (Ohio); Supt., Milton-Union Exempted Village Schs., West Milton, Ohio, since 1955.
- Overholser, Charles L., B.S.'47, M.Ed.'52, Miami Univ. (Ohio); Exec. Head, Jackson Twp. Schs., Eaton, Ohio, since 1954.
- Painter, William I., A.B.'25, Oakland City Col.; M.A.'29, Ph.D.'33, Ind. Univ.; Assoc. Prof. of Educ., Univ. of Akron, Akron, Ohio, since 1945.
- Parker, Claude Edward, B.S.'46, Northwestern Univ.; M.A.'54, Western Reserve Univ.; Supt. of Local Schs., Austinburg, Ohio, since 1953.
- Parker, Glenn C., B.A.'39, Huron Col.; M.A.'50, Univ. of Minn.; Supt. of Schs., Marietta, Ohio, since 1955.
- Parsons, Brooks A., B.S.'49, Ohio State Univ.; M.Ed.'50, Univ. of Minn.; Supt., Exempted Village Sch., New Richmond, Ohio, since 1953.



- Parsons, Harold F., M.A.'47, Western Reserve Univ.; Exec. Head, Twp. Schs., Painesville, Ohio, since 1955.
- Patterson, C. M., A.B.'30, James Millikin Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Bay Village, Ohio, since 1950.
- Patton, Lee M., B.S.'20, Univ. of Ill.; M.S.'51, Kent State Univ.; Supt., Northfield-Macedonia Schs., Northfield, Ohio, since 1951.
- Paulding, Haskell F., B.S.'34, Central State Tchrs. Col. (Okla.); M.S.'41, Okla. A. and M. Col.; Supt., Exempted Village Schs., Minerva, Ohio, since 1952.
- Pees, William M., M.S. in Ed.'48, Bowling Green State Univ.; Supt., Exempted Village Schs., Wauseon, Ohio, since 1953.
- Pelley, Harry L., B.S. in Bus.Adm.'49, B.S. in Ed.'49, Kent State Univ.; M.Ed.'54, Ohio State Univ.; Supt., Northwest Sch. Dist., Canal Fulton, Ohio, since 1954.
- Pelley, James H., Ed.D.'48, Tchrs. Col., Columbia Univ.; Prof. of Educ., Miami Univ., Oxford, Ohio, since 1951.
- Pickens, Charles Joseph, B.S. in Ed.'47, Ohio Univ.; M.A.'52, Ohio State Univ.; Supt. of Schs., Mount Vernon, Ohio, since 1955.
- Pickens, John Franklin, B.A. in Sc.'48, Marietta Col.; M.S. in Ed.'51, Westminster Col.; Supt., Knox Local Sch. Dist., Alliance, Ohio, since 1951.
- Pierce, Wendell H., B.A.'33, Iowa State Tchrs. Col.; M.A.'38, Columbia Univ.; Asst. Supt., Dept. of Personnel Serv., Pub. Sch., Cincinnati, Ohio, since 1953.
- Pierson, Robert M., Supt., Exempted Village Schs., Perrysburg, Ohio, since 1956.
- Plant, Clyde E., B.S. in Ed.'49, M.Ed.'52, Ohio State Univ.; Exec. Head of Local Schs., Pemberville, Ohio, since 1952.
- Porter, Charles Sidney, A.B.'35, Oberlin Col.; M.E.'51, Kent State Univ.; Supt. of Schs., Burton, Ohio, since 1956.
- Porter, Dale S., B.S.'36, Mt. Union Col.; M.A.'47, Ohio State Univ.; Exec. Head, Tuscarawas Valley Schs., Bolivar, Ohio, since 1956.
- Porter, William Arthur, M.E. in Ed.'55, Kent State Univ.; Exec. Head of Schs., Andover, Ohio, since 1955.
- Porter, William O., B.S. in Ed.'35, M.S.'39, Ohio Univ.; Supt., Morgan Co. Schs., McConnelsville, Ohio, since 1948.
- Potts, Harold Milton, B.S. in Ed.'39, M.Ed.'49, Ohio Univ.; Supt. of Schs., Celina, Ohio, since 1955.
- Powers, Fred Ranney, A.B.'13, Oberlin Col.; M.A.'20, Tchrs. Col., Columbia Univ.; Supt., Exempted Village Sch., Amherst, Ohio, 1918-56 (retired). Prin., Powers Elem. Sch., Amherst, Ohio, since 1956.
- Prass, John Edward, B.S. in Ed.'30, Ohio State Univ.; Asst. Supt. in chg. of Curriculum, Kettering City Schs., Dayton, Ohio, since 1952.
- Pugh, John E., B.S.Ed.'49, Youngstown Col.; M.Ed.'53, Univ. of Pittsburgh; Exec. Head, Green Local Schs., Greenford, Ohio, since 1955.
- Purcell, Roderick N., B.S.'34, Stout Inst.; M.A.'37, Northwestern Univ.; Ph.D.'52, George Peabody Col. for Tchrs.; State Dir. of Special Educ., Div. of Mental Hygiene, Columbus, Ohio, since 1952.
- \*Purdy, Ralph D., A.B.'29, Asbury Col.; M.A.'33, Univ. of Ky.; Ph.D.'49, Ohio State Univ.; Dir. of Field Serv., Miami Univ., Oxford, Ohio, since 1956.
- Purdy, Woodrow W., A.B.'35, Otterbein Col.; M.A.'40, Miami Univ. (Ohio); Supt. of Schs., Urbana, Ohio, since 1950.
- Quick, Thomas J., B.S.Ed.'33, M.Ed.'41, Ohio Univ.; Exec. Head, Marion Local Schs., Columbus, Ohio, since 1955.
- Rader, G. L. A.B.'30, Ashland Col. (Ohio); M.Ed.'40, Duke Univ.; Supt., Exempted Village Schs., Hicksville, Ohio, since 1948.
- Ralph, Rex, B.S.Ed.'38, Ohio Univ.; M.E.'50, Univ. of Cincinnati; Supt., Mt. Healthy Schs., Cincinnati, Ohio, since 1953.
- Ramseyer, John A., A.B.'29, Bluffton Col.; M.A.'34, Ph.D.'48, Ohio State Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1948.
- Rasmus, Carl J., A.B.'28, Defiance Col.; M.A.'34, Columbia Univ.; Supt., Adams Twp. Schs., Toledo, Ohio, since 1955.
- Rasor, Floyd A., A.B.'26, Otterbein Col.; Asst. Supt., Montgomery Co. Schs., Dayton, Ohio, since 1934.
- Ratcliff, Cecil H., Supt., Exempted Village Schs., Crestline, Ohio, since 1956.
- Raver, Virgil L., B.S.'29, Otterbein Col.; M.A.'37, Ohio State Univ.; Supt. of Schs., Ashland, Ohio, since 1953.
- Rechedy, Simon D., B.S.Ed.'50, Youngstown Col.; M.A.Adm.'53, Columbia Univ.; Supt., Deming Local Schs., New Lyme, Ohio, since 1955.
- Redd, Bryan, B.S.'25, M.S.'26, M.A. in Sch. Adm.'37, Ohio State Univ.; Supt. of Schs., Thornville, Ohio, since 1954.
- Redman, George Elbert, B.S.Ed.'25, Ohio Univ.; M.A.'38, Ohio State Univ.; Supt., Harrison Co. Schs., Cadiz, Ohio, since 1952.
- Rehard, Roger C., Supt., Sugarcreek-Shanesville Sch., Sugarcreek, Ohio.
- Reinbolt, F. N., B.S. in Ed.'23, Ohio State Univ.; M.Ed.'38, Univ. of Pittsburgh; Supt. of Schs., Bellaire, Ohio, since 1949.
- Remy, Ayden A., B.S.'18, Kenyon Col.; M.A.'32, Ohio State Univ.; Supt. of Schs., Crestline, Ohio, 1945-56.
- Replogle, Laurence K., A.B.'19, Otterbein Col.; A.M.'24, Columbia Univ.; Asst. Supt. of Schs., Columbus, Ohio, since 1936.
- Resch, Albert George, Jr., B.A.'39, M.A.'40, Ohio Univ.; Exec. Head, Springfield Local Schs., Petersburg, Ohio, since 1952.
- Reynolds, R. C., B.S.'30, Muskingum Col.; M.A.'42, Univ. of Pittsburgh; Supt., Jefferson Local Schs., Gahanna, Ohio, since 1954.
- Rhinehalt, Howard Allen, Clerk-Treas. and Bus. Mgr., City Schs., Maumee, Ohio, since 1937.
- Rhoades, Raymond, A.B.'31, Defiance Col.; Exec. Head, Liberty Local Schs., Pales-tine, Ohio, since 1952.
- Rice, Clarence L., B.C.E.'32, M.A.'37, Ohio State Univ.; Supt., Brooklyn Schs., Cleveland, Ohio, since 1946.
- Rice, D. R., B.S.'15, Ohio Northern Univ.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mentor, Ohio, since 1924.



# OHIO

- Rickert, Emil A., B.A.'18, Capital Univ.; M.A.'30, Ohio State Univ.; Supt., Milfin Local Schs., Columbus, Ohio, since 1944.
- Rieger, Charles L., A.B.'42, Findlay Col.; M.A.'53, Ohio State Univ.; Supt., Springfield Twp. Local Schs., Akron, Ohio, since 1954.
- Rinehart, John S., B.S.'38, M.A.'39, Bowling Green State Univ.; Supt. of Schs., Perrysburg, Ohio, 1948-56.
- Ritchie, Harry E., A.B.'20, Mt. Union Col.; M.A.'24, Univ. of Akron; Ph.D.'40, Western Reserve Univ.; Asst. Supt. of Sch., Cleveland, Ohio, since 1942.
- Roberson, C. C., B.S. in Ed.'28, Oakland City Col.; M.A.'40, Ohio State Univ.; Chmn., Dept. of Educ., Ohio Northern Univ., Ada, Ohio, since 1952.
- \*Roberts, Edward D., B.A.'99, M.A.'07, Univ. of Cincinnati; M.A.'08, Tchrs. Col., Columbia Univ.; LL.D.'32, Col. of Wooster; Supt. of Sch., Cincinnati, Ohio, 1929-37 (retired). Address: 3330 Eastside Ave., Cincinnati, Ohio.
- Robinson, George M., B.A.'34, Otterbein Col.; M.A.'51, Ohio State Univ.; Exec. Head of Sch., Plain City, Ohio, since 1953.
- Rodgers, James Edward, B.S. in Ed.'41, M.A.'51, Ohio State Univ.; Supt. of Schs., Corning, Ohio, since 1955.
- Roeder, Donald B., A.B.'27, Manchester Col.; M.A.'34, Ohio State Univ.; Supt. of Sch., Newcomerstown, Ohio, since 1942.
- Rogge, H. W., M.A.'39, Ohio State Univ.; Supt. of Sch., Bryan, Ohio, since 1946.
- Rohleder, W. C., A.B.'20, M.A.'23, Ohio State Univ.; Supt., Grandview Hgts. City Sch. Dist., 1927-56 (retired). Address: 84 W. Woodruff Ave., Columbus 1, Ohio.
- Roman, Emerson Wendell, B.S.'30, Muskingum Col.; M.Ed.'40, Duke Univ.; Supt. of Sch., Freeport, Ohio, since 1937.
- Root, Ernest Edward, B.S.'24, Baldwin-Wallace Col.; M.A.'34, Ohio State Univ.; Exec. Head of Local Schs., North Royalton, Ohio, since 1929.
- Roshon, Ray B., B.S. in Ed.'27, M.A.'49, Ohio State Univ.; Supt., Jefferson Co. Schs., Steubenville, Ohio, since 1941.
- Roudebush, George E., B.S. in Ed.'18, Ohio State Univ.; M.A.'23, Tchrs. Col., Columbia Univ.; D.Ed.'40, Ohio Wesleyan Univ.; Supt. of Sch., Columbus, Ohio, 1937-49 (retired). Address: 1593 Essex Rd., Columbus, Ohio.
- Roush, William J., B.S.'37, Geneva Col.; M.Ed.'44, Univ. of Pittsburgh; Supt. of Sch., Cortland, Ohio, since 1945.
- Routson, Martin L., B.A.'30, Wittenberg Col.; M.A.'31, Ohio State Univ.; Prin., Concord Local Sch., Troy, Ohio, since 1936.
- Royer, Homer L., A.B.'29, Manchester Col.; M.A.'38, Ohio State Univ.; Asst. Supt. of Schs., Dayton, Ohio, since 1954.
- Rudy, Francis Trimble, B.S.'34, M.A.'40, Ohio State Univ.; Exec. Asst. to Supt. of Schs., Columbus, Ohio, since 1956.
- Ruff, Lorin S., M.Ed.'53, Kent State Univ.; Asst. Supt., Columbiana Co. Schs., Lisbon, Ohio, since 1950.
- Rummel, D. D., A.B.'30, Wittenberg Col.; M.A.'39, Ohio State Univ.; Supt. of Local Sch., Olmsted Falls, Ohio, since 1955.
- Runnels, B. G., A.B.'30, Defiance Col.; M.A.'49, Ind. Univ.; Local Exec. Head of Sch., Swanton, Ohio, since 1951.
- Rupp, Allen E., B.A.'23, Ohio Wesleyan Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Fremont, Ohio, since 1953.
- Ryan, Carl J., B.A.'16, Univ. of Dayton; M.A.'24, Ph.D.'27, Catholic Univ. of America; Supt. of Parochial Sch., Cincinnati, Ohio, since 1932.
- Ryan, Thomas M., B.A.'29, M.A.'40, Univ. of Dayton; Supt. of Exempted Village Sch., Coldwater, Ohio, since 1953.
- Ryder, Harold, B.S.'21, M.S.'22, Ohio Northern Univ.; M.A.'24, Ohio State Univ.; Supt., Lucas Co. Schs., Toledo, Ohio, since 1940.
- St. John, Kenneth D., B.S. in Ed.'32, Wittenberg Col.; M.A.'47, Kent State Univ.; Supt. of Exempted Village Sch., Hubbard, Ohio, since 1954.
- St. John, Roland Earl, Pres., Montgomery Co. Sch. Bd., Dayton, Ohio, since 1955.
- Sands, Lewis, B.S. in Ed.'25, Ohio Univ.; M.A.'31, Western Reserve Univ.; Supt. of Sch., Chagrin Falls, Ohio, since 1927.
- Sasser, George, B.S.'51, M.A.'53, Eastern Ky. State Col.; Exec. Head, Western Local Schs., Latham, Ohio, since 1954.
- Sauder, Harold C., B.S.'27, M.A.'37, Ohio State Univ.; Supt. of Jackson Local Sch., Massillon, Ohio, since 1932.
- Sawmiller, R. O., B.S.'46, Iowa State Univ.; Exec. Head, Van Del Local Sch., Middle Point, Ohio, since 1952.
- Schaaf, Olus H., B.S. in Ed., Ashland Col.; M.A., Western Reserve Univ.; Supt., Garfield Heights City Sch., Cleveland, Ohio, since 1949.
- Schacht, Elmer J., B.S.'42, Baldwin-Wallace Col.; M.S.Ed.'51, Westminster Col.; Supt. of Sch., New London, Ohio, since 1952.
- Scheetz, Harvey A., B.S.'29, Kent State Univ.; M.A.'33, Western Reserve Univ.; Supt., Mayfield Schs., Mayfield Heights, Ohio, since 1943.
- Schinnerer, Mark C., A.B.'20, Ind. State Tchrs. Col., Terre Haute; A.M.'23, Tchrs. Col., Columbia Univ.; Ph.D.'43, Western Reserve Univ.; Supt. of Schs., Cleveland Ohio, since 1947.
- Schnell, Harold E., B.S.'47, Ohio State Univ.; M.A.'52, Ind. Univ.; Supt., Exempted Village Sch. Dist., West Carrollton, Ohio, since 1955.
- Schofield, F. R., B.A.'19, Western Reserve Univ.; M.A.'26, Ohio State Univ.; Supt., Geauga Co. Schs., Chardon, Ohio, since 1927.
- \*Schweisberger, Harold C., B.S.'28, Wooster Col.; M.A.'49, Tchrs. Col., Columbia Univ.; Exec. Head, Bath-Richfield Sch., West Richfield, Ohio, since 1953.
- Seaborn, Joseph, Jr., B.S.'29, Ohio Northern Univ.; M.Ed.'41, Univ. of Pittsburgh; Exec. Head, Weathersfield Twp. Schs., Mineral Ridge, Ohio, since 1942.
- Secrest, Halleck C., A.B.'29, Muskingum Col.; M.A.'37, Ohio State Univ.; Supt., Noble Co. Schs., Caldwell, Ohio, since 1945.
- Sellman, William Marshall, B.S. in Ed.'31, Wilmington Col.; M.A.'42, Univ. of Cincinnati; Supt., Exempted Village Schs., Madeira, Ohio, since 1954.



- Senseman, John K., B.S. in Ed.'49, Manchester Col.; M.E. Sch. Adm.'54, Ohio State Univ.; Exec. Head, Bethel Schs., Tipp City, Ohio, since 1955.
- Shankland, Alan C., A.B.'34, Ohio Wesleyan Univ.; M.A.'38, Western Reserve Univ.; Dir. of Personnel, Shaker Hgts, Pub. Schs., Cleveland, Ohio, since 1956.
- Shaw, Ernest Glenn, A.B.'26, Wilmington Col. (Ohio); M.A.'31, Univ. of Cincinnati; Supt., Beaver Creek Sch. Dist., Xenia, Ohio, since 1947.
- Shaw, Harold C., A.B.'38, B.S.'38, Cedarville (Ohio); Prin. of Sch., West Alexandria, Ohio, since 1953.
- Shaw, Roger M., B.S.'36, M.S.'38, Univ. of Ill.; Ph.D.'42, Ind. Univ.; Prof. of Educ., Kent State Univ., Kent, Ohio, since 1949.
- Shelby, David James, B.A.'46, West Liberty State Col.; M.Ed. Adm.'49, Univ. of Pittsburgh; Supt. of Schs., Cambridge, Ohio, since 1956.
- Shell, Richard L., B.S. Ed.'48, Wittenberg Col.; Exec. Head, Hartford Local Schs., Croton, Ohio, since 1954.
- Shepherd, Donald W., A.B.'34, Ohio Univ.; M.A.'38, Ohio State Univ.; Supt. of Schs., Tiffin, Ohio, since 1954.
- Shields, Arthur William, A.B.'13, Grove City Col.; M.A.'30, Ohio State Univ.; Supt. of Schs., Salineville, Ohio, since 1940.
- Shields, C. Dallas, Sales Mgr., Superior Coach Corp., Lima, Ohio, since 1939.
- Shipman, William A., B.S. in Ed.'36, M.Ed.'39, Kent State Univ.; Local Supt. of Grand Valley Schs., Orwell, Ohio, since 1946.
- Shope, James E., Jr., B.S. Sec. Ed.'48, Rio Grande Col.; B.S. Ed.'49, Ohio Northern Univ.; M.Ed.'55, Ohio State Univ.; Exec. Head, Twin Rural Sch., Bourneville, Ohio, since 1954.
- Shreve, John W., M.A.'40, W. Va. Univ.; Dir. of Research, Pub. Schs., Cincinnati, Ohio, since 1952.
- Shull, John R., B.A.'39, Emmanuel Missionary Col.; Prin. and Bus. Mgr., Mt. Vernon Academy, Mt. Vernon, Ohio, since 1947.
- Shuman, William L., A.B.'21, M.A.'29, Ohio State Univ.; Supt., Cuyahoga Co., Schs., Cleveland, Ohio, since 1943.
- Shuter, L. D., A.B.'23, Ohio Wesleyan Univ.; M.A.'41, Ohio State Univ.; Exec. Secy., State Tchrs. Retirement System of Ohio, Columbus, Ohio, since 1947.
- Sibbing, Paul A., B.A.'17, Univ. of Dayton; Lic. Sc.'26, Univ. of Fribourg, Switzerland; Supvr. of Marianist Schs., Mt. St. John, Dayton, Ohio, since 1946.
- Simpson, Thomas Clark, A.B.'32, Baldwin-Wallace Col.; M.A.'46, Western Reserve Univ.; Exec. Head, South Amherst Local Schs., Amherst, Ohio, since 1955.
- Sims, D. D., A.B.'17, M.A.'27, Ohio State Univ.; Supt. of Schs., Port Clinton, Ohio, since 1937.
- Sinclair, Roy E., B.S.'28, Mt. Union Col.; M.A.'37, Ohio State Univ.; Supt., North Central Local Sch., Sterling, Ohio.
- Slade, William, Jr., B.S.'17, Middlebury Col.; M.A.'20, Tchrs. Col., Columbia Univ.; Supt. of Schs., Shaker Heights, Ohio, since 1944.
- Slager, Fred C., B.S. in Ed.'20, Ohio Northern Univ.; M.A.'22, Ph.D.'36, Ohio State Univ.; Prin., Central H.S., Columbus, Ohio, since 1944.
- Slagle, Sam C., B.S.'35, Wilmington Col.; Prin. of Sch., Piketon, Ohio, since 1938.
- Slusher, Richard W., B.S. in Ed.'38, Union Col. (Ky.); M.A. in Ed.'38, Univ. of Ky.; Supt., Brown Co. Schs., Georgetown, Ohio, since 1954.
- Slutz, Frank Durward, A.B.'04, M.A.'06, L.H.D.'28, Mount Union Col.; M.A.'11, Harvard Univ.; Litt.D.'15, Univ. of Denver. Address: 16 Lexington Ave., Dayton, Ohio.
- Smith, Donald M., B.S. Ed.'36, Ohio Northern Univ.; M.A.'52, Ohio State Univ.; Exec. Head, Brown Schs., Conover, Ohio, since 1943.
- Smith, L. J., B.Sc.'18, Ohio State Univ.; M.Sc.'37, Cornell Univ.; Supt. of Schs., Massillon, Ohio, since 1936.
- Smith, Paul E., B.A.'34, Col. of Wooster; M.A.'38, Tchrs. Col., Columbia Univ.; Supt. of Schs., Niles, Ohio, since 1955.
- Smith, William A., A.B.'29, M.Ed.'42, Ohio Univ.; Supt. of Schs., Washington Court House, Ohio, since 1953.
- Smith, Willis Clark, A.B.'27, Marion Col.; M.A.'38, Ohio State Univ.; Supt., Mahoning Co. Schs., Youngstown, Ohio, since 1950.
- Snyder, H. Paul, B.S.'49, M.Ed.'55, Kent State Univ.; Exec. Head of Local Schs., Waynesfield, Ohio, since 1955.
- Sollars, S. K., B.A.'28, Ohio Wesleyan Univ.; M.A.'38, Ohio State Univ.; Supt., Crawford Co. Schs., Bucyrus, Ohio, since 1948.
- Somers, Oliver H., B.A.'27, Wittenberg Col.; M.A.'37, Univ. of Akron; Supt. of Schs., Mogadore, Ohio, since 1931.
- Sommers, Norman Charles, A.B.'35, Marietta Col.; M.A.'41, Univ. of Pittsburgh; Exec. Head of Schs., Mount Pleasant, Ohio, since 1953.
- Southard, Thomas B., A.B.'42, Capital Univ.; M.A.'51, Ohio State Univ.; Admin. Asst. to Bd. of Educ., Newark, Ohio, since 1956.
- Spahn, Ronald Arthur, B.S.'30, Col. of Wooster; B.Arch.'34, Western Reserve Univ.; Partner, Spahn and Barnes, Arch., Cleveland Heights, Ohio, since 1946.
- Specht, Clarence W., Ph.B.'28, Xavier Univ.; M.Ed.'33, Univ. of Pittsburgh; Supt. of Local Schs., Fort Jennings, Ohio.
- Spengler, Jacob H., B.S.'31, Bowling Green State Univ.; M.A.'42, Univ. of Mich.; Supt. of Schs., Archbold, Ohio, since 1948.
- Sponseller, Harold R., B.S.'27, Ohio Northern Univ.; M.A.'43, Bowling Green State Univ.; Supt. of Schs., Payne, Ohio, since 1942.
- Springer, David Elton, B.S.'40, M.A.'51, Ohio State Univ.; Exec. Head of Local Schs., Pettitsville, Ohio, since 1952.
- Stackhouse, Collins J., B.S.'46, Ohio Northern Univ.; M.A.'50, Tchrs. Col., Columbia Univ.; Exec. Head of Schs., Columbus Grove, Ohio, since 1955.
- Stallbohm, H. R., B.S.'26, Northeast Mo. State Tchrs. Col., Kirksville; Vicepres., Bd. of Educ., Lima, Ohio, since 1950.

## OHIO

- Stalter, S. S., Mgr., Cincinnati Div. of American Book Co., Cincinnati, Ohio, since 1945.
- Stebbins, Carl M., B.Sc.'23, Ohio State Univ.; M.A.'31, Miami Univ. (Ohio); Supt. of Schs., Gettysburg, Ohio, since 1933.
- Stebbins, Walter E., B.S. in Ed.'37, Univ. of Dayton; Supt., Mad River Twp. Sch., Dayton, Ohio, since 1939.
- Steele, George E., B.S.'38, M.A.'47, Ohio State Univ.; Exec. Head of Sch., McArthur, Ohio, since 1953.
- Steinhauer, John Walter, B.S. in Ed.'31, Miami Univ.; M.A.'37, Ohio State Univ.; Asst. Supt. and Bus. Mgr., City Schs., Cuyahoga Falls, Ohio, since 1946.
- Stine, Sylvester A., B.A.'23, Ashland Col.; M.A.'27, Univ. of Mich.; Suprv. of New Construction, State Dept. of Educ., Columbus, Ohio.
- Stinson, William S., B.S.'29, M.A.'38, Ohio State Univ.; Supt., West Franklin Schs., Clinton, Ohio, since 1930.
- Stone, Joseph J., B.S.Ed.'33, M.Ed.'40, Ohio Univ.; Exec. Head. of Schs., Murray City, Ohio, since 1937.
- Stoner, A. Eugene, M.Ed.'52, Miami Univ. (Ohio); Exec. Head of Local Schs., Fort Recovery, Ohio, since 1955.
- Stover, D. W., A.B.'41, Otterbein Col.; M.Ed.'50, Univ. of Pittsburgh; Exec. Head, Radnor-Union Local Sch. Dist., Radnor, Ohio, since 1956.
- Stover, James D., B.A.'12, M.A.'13, Princeton Univ.; Asst. Supt. of Schs., Cincinnati, Ohio, since 1929.
- Streitz, Ruth, Ph.B.'21, M.A.'22, Univ. of Chicago; Ph.D.'26, Columbia Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1938.
- Stubbs, William A., B.A.'37, Salem Col.; M.Ed.'53, Ohio State Univ.; Supt. of Schs., Covington, Ohio, since 1953.
- Summers, Donald F., B.A.'24, M.A.'31, Ohio State Univ.; Supt. of Schs., Zanesville, Ohio, since 1941.
- Sutton, Robert Leroy, A.B.'48, Marietta Col.; M.Ed.'51, Ohio Univ.; Exec. Head, Warren Local Schs., Marietta, Ohio, since 1953.
- Swank, C. Roland, A.B.'29, Bluffton Col.; M.A.'38, Ohio State Univ.; Supt. of Schs., Elida, Ohio, since 1941.
- Swasey, Fred H., B.S.'42, M.Ed.'51, Kent State Univ.; Local Supt. of Schs., Malvern, Ohio, since 1951.
- Swigart, Forrest Damon, B.S.'21, Denison Univ.; M.A.'29, Ohio State Univ.; Supt. of Schs., Bellevue, Ohio, since 1942.
- Swisher, Jesse Roger, B.S. in Ed.'35, Ohio State Univ.; M.Ed.'50, Univ. of Cincinnati; Supt. of Schs., Harrison, Ohio, since 1951.
- Swope, Mary B., Prin., Hartford Elem. Sch., Canton, Ohio, since 1921.
- Teichert, John R., B.S. in Ed.'30, Wilmington Col.; Suprv. Prin. of Schs., Waverly, Ohio, since 1932.
- Thesken, Earl V., A.B.'30, M.A.'42, Miami Univ.; Dir., Div. of Extension and Summer Session, Miami Univ., Oxford, Ohio, since 1955.
- Thompson, C. V., B.S.'30, M.A.'31, Wittenberg Col.; Supt., Miami Co. Schs., Troy, Ohio, since 1942.
- Thompson, Robert J., B.S.'49, M.Ed.'56, Bowling Green State Univ.; Supt., Bath Twp. Schs., Lima, Ohio, since 1951.
- Thomson, Gordon G., Pres., Sch. Safety Light Co., Cleveland, Ohio.
- Thornton, Ray Ellis, B.S. in Ed.'30, Ohio State Univ.; Supt., Bristol Twp. Schs., Bristolville, Ohio, since 1930.
- Tichy, Rudolph John, B.S.'43, Western Reserve Univ.; Archt., 806 The Arcade, Cleveland, Ohio, since 1947.
- Timmons, Robert A., B.S.'36, Cedarville Col.; M.A.'43, Ohio State Univ.; Supt., South Euclid-Lyndhurst Schs., Cleveland, Ohio, since 1954.
- Townsend, Wayne L., B.S. in Ed.'37, Wilmington Col.; M.A. in Ed.'50, Univ. of Cincinnati; Exec. Head, Southeastern Schs., South Charleston, Ohio, since 1953.
- Towslee, C. R., B.S.'30, Ashland Col.; M.A.'36, Ohio State Univ.; Supt. of Local Schs., Brunswick, Ohio, since 1948.
- Tyler, I. Keith, B.A.'25, Univ. of Nebr.; M.A.'30, Tchrs. Col., Columbia Univ.; Ph.D.'39, Columbia Univ.; Dir. of Radio Educ. and Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1944.
- Ullman, Vaughn, B.Sc.'33, Ohio Univ.; M.Sc.'34, M.Ed.'53, Ohio State Univ.; Exec. Head, South-Western Local Schs., Columbus, Ohio, since 1956.
- Vanaman, Clyde V., B.S.'42, Mount Union Col.; B.A.'53, Youngstown Col.; M.Ed.'50, Kent State Univ.; Exec. Head of Local Schs., North Lima, Ohio, since 1955.
- Van Atta, Ernest A., B.S. in Ed.'31, Ohio Northern Univ.; M.A.'35, Ohio State Univ.; Supt., Exempted Village Schs., Ada, Ohio, since 1955.
- Van Auker, Robert Albert, B.A.'39, Univ. of Rochester; M.A.'46, Ph.D.'49, Ohio State Univ.; Asst. Supt. of Sch., Warren, Ohio, since 1954.
- Van Brunt, P. I., A.B.'34, A.M.'42, Univ. of Calif.; Exec. Head of Local Schs., Stow, Ohio, since 1953.
- Van Horne, George Minard, B.S. in Ed.'47, M.A.'49, Boston Univ.; M.S.'55, Tchrs. Col., Columbia Univ.; Exec. Head, Beaver Local Sch. Dist., East Liverpool, Ohio, since 1955.
- Vermillion, Lewin O., A.B.'31, Findlay Col.; Supt., Highland Local Schs., Medina, Ohio, since 1949.
- Vian, John C., B.S.'26, Denison Univ.; M.A.Ed.'33, Univ. of Cincinnati; Admin. Asst. to Supt., Exempted Village Schs., Lebanon, Ohio, since 1955.
- Virtue, Ross M., A.B.'24, Muskingum Col.; M.A.'35, Ohio State Univ.; Supt. of Schs., Gnadenhutten, Ohio, since 1941.
- Voorhees, Leonard B., B.S. in Ed.'26, Ohio Univ.; M.A.'30, Ohio State Univ.; Dir., Dept. of Pupil Personnel, Bd. of Educ., Euclid, Ohio, since 1937.
- Waldorf, Harry B., B.S.'27, Muskingum Col.; M.A.'33, Ohio State Univ.; Ed.D.'54, Univ. of Pittsburgh; Supt. of Schs., Bridgeport, Ohio, since 1946.
- Walker, George A., A.B. in Com.'29, Ohio Univ.; M.A. in Ed.'39, Akron Univ.; Supt., Warrensville Heights Schs., Cleveland, Ohio, since 1942.
- Walls, L. Earl, B.S.Ed.'26, Muskingum Col.; Asst. Supt., Belmont Co. Schs., St. Clairsville, Ohio, since 1943.



- Waltz, Melvin Guy, B.S.'39, Mt. Union Col.; M.E.'51, Kent State Univ.; Supt., South Central Sch. Dist., Greenwich, Ohio, since 1955.
- Wanamaker, J. H., A.B.'30, M.S.'32, Western Reserve Univ.; Supt. of Schs., Conneaut, Ohio, since 1952.
- Warner, Rodney J., B.S.'22, M.A.'29, Ohio State Univ.; Supt. of Schs., Xenia, Ohio, since 1936.
- Warner, Roger B., B.S.'22, M.A.'31, Ohio State Univ.; Supt., Elm Valley Schs., Ashley, Ohio, since 1931.
- Watson, Charles M., B.S. in Ed.'31, M.A.'38, Ohio State Univ.; Supt. of Perry Schs., Massillon, Ohio, since 1955.
- Watters, Richard W., A.B.'31, Georgetown Col.; M.A.'46, Univ. of Ky.; Supt. of Schs., Waynesville, Ohio, since 1951.
- Watts, Hadley E., B.S.Ed.'34, Ohio Northern Univ.; M.A.'40, Ohio State Univ.; Exec. Head, Washington Twp. Sch., Centerville, Ohio, since 1953.
- Way, Chester A., B.S., M.Ed., Ohio Univ.; Asst. Supt., Pike Co. Schs., Waverly, Ohio, since 1953.
- Way, James Earl, Ph.B.'13, Ohio Northern Univ.; M.A.'17, Univ. of Wis.; Supt. of Pike Co. Schs., Waverly, Ohio, since 1932.
- Weagly, W. E., B.S.'25, Capital Univ.; M.A.'32, Columbia Univ.; Supt., Erie Co. Schs., Sandusky, Ohio, since 1939.
- Webb, Everett B., M.A.'38, Ohio State Univ.; Exec. Head, Consol. Schs., Allensville, Ohio, since 1945.
- Webb, Fredric E., B.S.'48, M.S.Ed.'49, Ohio Univ.; Asst. Supt., Cuyahoga Co. Schs., Cleveland, Ohio, since 1954.
- Webb, Geo. W., M.A.'47, Marshall Col.; Supt., Exempted Village Schs., Caldwell, Ohio, 1954-56.
- Webster, Rolla D., A.B.'24, Heidelberg Col.; M.A.'34, Ohio State Univ.; Supt., Madison Co. Schs., London, Ohio, since 1951.
- Weible, R. F., B.S. in Ed.'40, Bowling Green State Univ.; M.S. in Ed.'48, Ind. Univ.; Exec. Head, Highland-South Richard Schs., Defiance, Ohio, since 1945.
- Weikel, Earl J., B.S. in Ed.'30, Kent State Univ.; M.A.'38, Ohio State Univ.; Exec. Head of Schs., Jeromesville, Ohio, since 1947.
- Weir, Kenneth J., B.S.'30, Ohio Northern Univ.; M.S.'32, Ohio State Univ.; Exec. Head, Saybrook Local Sch. Dist., Ashtabula, Ohio, since 1932.
- Weis, Paul E., B.S. in Ed.'35, Kent State Univ.; M.A. in Ed.'50, Western Reserve Univ.; Exec. Head of Schs., Newtown, Ohio, since 1950.
- Welfie, (Rev.) Frederick E., S.J., B.A.'22, M.A.'23, Gonzaga Univ.; M.A.'30, St. Louis Univ.; Ph.D.'40, Ohio State Univ.; Pres., John Carroll Univ., Cleveland, Ohio, since 1946.
- Wesley, Charles H., B.A.'11, Fisk Univ.; M.A.'13, Yale Univ.; Ph.D.'25, Harvard Univ.; Pres., Central State Col., Wilberforce, Ohio.
- West, Herschel D., B.S.'30, Wilmington Col.; M.A.'40, Columbia Univ.; Supt., Anderson Twp. Schs., Cincinnati, Ohio, since 1954.
- Whinnery, Karl E., Ph.B.'12, Mt. Union Col.; M.A.'16, Univ. of Wis.; Dir., Sandusky Br., Bowling Green State Univ., Sandusky, Ohio, since 1953.
- White, Dale Alfred, B.F.A.'27, Yale Univ.; Archt., Beiswenger, Hoch and White, Akron, Ohio.
- White, Harold A., B.A.'25, Baldwin-Wallace Col.; M.A.'29, Columbia Univ.; Supt. of Co. Schs., Medina, Ohio, since 1947.
- Whitehead, Willis A., B.Arch.'30, M.A.'33, Ohio State Univ.; Address: Outcall, Guenther and Associates, Architects, 13124 Shaker Sq., Cleveland, Ohio, since 1949.
- Whitman, William A., B.S.'20, Bowling Green State Univ.; M.A.'31, Univ. of Toledo; Supt., Sandusky Co. Schs., Fremont, Ohio, since 1939.
- Whittington, Hugh E., B.S. in Ed.'49, Wittenberg Col.; M.A.'52, Ohio State Univ.; Exec. Head of Local Schs., West Liberty, Ohio, since 1955.
- Wical, Noel, A.B.'32, Bethany Col. (W. Va.); Educ. Writer, *The Cleveland Press*, Cleveland, Ohio, since 1946.
- Wickham, Terry, A.B.'20, Heidelberg Col.; M.A.'27, Ohio State Univ.; Ped.D.'49, Catawba Col.; Pres., Heidelberg Col., Tiffin, Ohio, since 1948.
- Wigton, Charles E., A.B.'19, Ohio Wesleyan Univ.; M.A.'37, Northwestern Univ.; Asst. Supt. of Schs., Oberlin, Ohio, since 1956.
- Wilds, Harold M., B.S. in Ed.'49, Youngstown Col.; M.Ed.'52, Univ. of Pittsburgh; Exec. Head of Schs., Hartford, Ohio, since 1952.
- Wiley, Eldon Lee, B.S. in Ed.'49, M.Ed.'52, Miami Univ.; Supt., Exempted Village Schs., Bradford, Ohio, since 1956.
- Wiley, F. L., A.B. and B.S. in Ed.'05, Univ. of Mo.; A.M.'09, Tchrs. Col., Columbia Univ.; Supt. of Schs., Emeritus, Cleveland Heights, Ohio, since 1951. Address: 3302 Berkshire Rd., Cleveland Heights, Ohio.
- Williams, Charles H., B.S. in Ed.'29, Wilmington Col.; M.S. in Ed.'39, Univ. of Cincinnati; Supt. of Schs., Elmwood Place, Ohio, since 1944.
- Williams, E. I. F., Ph.B.'14, Litt.D.'48, Heidelberg Col.; A.M.'20, Tchrs. Col., Columbia Univ.; Ph.D.'41, Columbia Univ.; Head, Dept. of Educ., and Registrar, Heidelberg Col., 1915-56, Exec. Secy. and Editor, Kappa Delta Pi, Tiffin, Ohio, since 1924.
- Wilson, James C., A.B.'30, M.A.'34, W. Va. Univ.; Exec. Head of Local Schs., Brilliant, Ohio, since 1953.
- Wilson, John Lawrence, B.A.'34, Univ. of Va.; M.A.'50, Univ. of Cincinnati; Asst. Supt., Hamilton Co. Schs., Cincinnati, Ohio, since 1951.
- Wilson, Robert E., B.S. in Ed.'39, Ohio Northern Univ.; B.S. in Bus.Adm.'38, M.A.'46, Ph.D.'49, Ohio State Univ.; Supt. of Schs., Mansfield, Ohio, since 1954.
- Wilson, W. Harmon, Vicepres., Southwestern Publishing Co., 5101 Madison Rd., Cincinnati, Ohio.
- Wilt, J. W., Dir., Advertising and Sales Promotion, Superior Coach Corp., Lima, Ohio.

## OHIO

Woelfel, Norman, B.S.'23, M.A.'24, Ph.D.'33, Columbia Univ.; Prof. of Educ., and Dir., Teaching Aids Lab., Ohio State Univ., Columbus, Ohio, since 1943.

Wogaman, N. Mildred, Prin., North Elem. Sch., Greenville, Ohio, since 1935.

Wood, Ray G., B.S. in Ed.'22, Ohio Northern Univ.; M.A.'28, Ph.D.'35, Ohio State Univ.; Dir., Ohio Scholarship Tests and Instructional Research, State Dept. of Educ., Columbus, Ohio, since 1932.

Wood, Wilbur S., B.A.'25, Otterbein Col.; M.A.'30, Ohio State Univ.; Local Supt. of Sch., Lodi, Ohio, since 1943.

Woodford, Delbert, B.S. in Ed.'31, Kent State Univ.; M.A.'44, Ohio State Univ.; Supt. of Sch., Oakwood, Dayton, Ohio, since 1946.

Woodside, J. Barnes, A.B.'28, Western Reserve Univ.; M.A.'34, Columbia Univ.; Supt. of Sch., Willoughby, Ohio, since 1939.

Wright, Harold Bell, M.A.'52, West Va. Univ.; Exec. Head of Local Schs., Beaver, Ohio, since 1955.

Yaple, Graydon W., A.B.'29, Colgate Univ.; M.A.Ed.'35, Cornell Univ.; Ed.D.'48, Syracuse Univ.; Dean, Wilmington Col., Wilmington, Ohio, since 1950.

Young, Calvin W., B.S.'30, M.A.'35, Miami Univ. (Ohio); Asst. Supt. of Schs., Middletown, Ohio, since 1955.

Young, Franklin M., B.S.'26, Otterbein Col.; M.A.'31, Ohio State Univ.; Supt. of Sch., Miamisburg, Ohio, since 1943.

Young, Ray A., A.B.'25, Manchester Col.; M.Ed.'45, Univ. of Cincinnati; Supt. of Greenhills Exempted Village Schs., Cincinnati, Ohio, since 1945.

Zack, J. F., B.S.'33, Ohio Univ.; M.S.'36, Ohio State Univ.; Supvg. Prin. of Schs., Midvale, Ohio, since 1949.

Zedaker, Ollie R., A.B.'33, Defiance Col.; Supt. of Local Schs., Antwerp, Ohio, since 1954.

Zeller, Glenn W., M.A.'32, Ohio State Univ.; Supt. of Sch., Uhrichsville, Ohio, since 1942.

Zinser, Woodrow Wilson, A.B.'34, Findlay Col.; M.A.'49, Western Reserve Univ.; Supt. of Schs., Avon Lake, Ohio, since 1956.

Zirbes, Laura, B.S.'25, M.A.'26, Ph.D.'28, Tchrs. Col., Columbia Univ.; Emeritus Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1954.

### INSTITUTIONAL MEMBERS

Antioch Col. Library, Yellow Springs, Ohio.

Miami Univ. Library, Oxford, Ohio.

Ohio State Library, State Office Bldg., Columbus, Ohio.

Ohio University Library, Athens, Ohio.

Serial Div., Ohio State Univ. Library, Columbus, Ohio.

Youngstown College Library, Youngstown, Ohio.

## OKLAHOMA

Aaron, Allen A., B.A.'42, Northwestern State Col.; M.Ed.'51, Phillips Univ.; Supt. of Sch., Mangum, Okla., since 1953.

Abbott, Whitt K., B.S.'28, Southeastern State Col. (Okla.); M.S.'41, Okla. A. and M. Col.; Prin., Alice Robertson Jr. H. S., Muskogee, Okla., since 1947.

Alcorn, Alvin Hanes, B.S.'41, Southwestern State Col.; M.S.'55, Okla. A. and M. Col.; Asst. Supvr., State Aid Calculations, Oklahoma City, Okla., since 1947.

Alexander, Arch B., B.A.'46, Southwestern State Col.; M.Ed.'53, Univ. of Okla.; Supt. of Sch., Sayre, Okla., since 1954.

Armstrong, Ira R., B.S.'30, Southeastern State Col. (Okla.); M.A.'36, Okla. A. and M. Col.; Supt. of Sch., Hugo, Okla., since 1943.

Arnold, Marshall, B.S. in Ed.'42, A.B.'46, Southeastern Mo. State Col.; M.Ed.'50, Ed.D.'56, Univ. of Mo.; Assoc. Prof. of Educ., East Central State Col., Ada, Okla., since 1956.

Babb, Alsey Russell, M.Ed. Adm.'40, Univ. of Okla.; Supt. of Sch., Seiling, Okla., since 1955.

Ball, Ralph M., B.A.'31, Okla. A. and M. Col.; Archt.-Engineer, Oklahoma City, Okla., since 1942.

Barnes, Melvin W., A.B.'32, Greenville Col.; M.S.'34, Ph.D.'41, Univ. of Ill., Asst. Supt. of Sch. in chg. of Instr., Oklahoma City, Okla., since 1949.

Battles, E. E., A.B.'27, Ed.M.'39, Univ. of Okla.; Ed.D.'49, Stanford Univ.; Supt. of Sch., Henryetta, Okla., since 1934.

Bayless, Vernon Talmadge, M.S.'54, Okla. A. and M. Col.; Supt. of Sch., Ashland, Okla., since 1947.

Beall, Ross H., B.S.'21, Coe Col.; M.A.'24, Ph.D.'32, State Univ. of Iowa; Prof. of Educ., Univ. of Tulsa, Tulsa, Okla., since 1938.

Bingham, Hugh, A.B.'39, M.Ed.'50, B.S.'53, Phillips Univ.; Supt. of Sch., Garber, Okla., since 1954.

Boyd, Clyde, Master's '36, Phillips Univ.; Supt. of Sch., Sand Springs, Okla., since 1939.

Boyer, D. Lee, A.B.'28, Southwestern State Col.; Ed.M.'40, Univ. of Okla.; Supt. of Sch., Balko, Okla., since 1948.

Brent, Paul Leslie, B.S.'38, Central State Tchrs. Col. (Okla.); M.Ed.'49, Univ. of Okla.; Supt., Alden Pub. Sch., Carnegie, Okla., since 1950.

Briggs, Eugene S., B.S.'12, Central Col.; M.A.'17, Univ. of Mo.; Ph.D.'34, Columbia Univ.; LL.D.'48, Phillips Univ.; Pres., Phillips Univ., Enid, Okla., since 1938.

Brown, J. Henry, M.S.'39, Okla. A. and M. Col.; Supt. of Sch., Coweta, Okla., since 1950.

Buck, Carl, B.S.'32, Southeastern State Col. (Okla.); M.A.'41, Okla. A. and M. Col.; Supt. of Sch., Fox, Okla., since 1945.

Burch, Richard, M.S.'39, Univ. of Okla.; Supt. of Sch., Elk City, Okla., since 1949.

Burr, Merle J., B.S.'29, Central State Col. (Okla.); Ed.M.'36, Univ. of Okla.; Asst. Supt. of Sch., Oklahoma City, Okla., since 1946.

Burton, Rupert Harold, B.A.'27, Central State Col. (Okla.); M.A.'32, Okla. A. and M. Col.; Pres., Southwestern State Col., Weatherford, Okla., since 1945.

Caldwell, A. B., A.B.'16, Maryville Col.; M.A.'21, Ed.D.'36, Columbia Univ.; Area Dir. of Schs., U. S. Indian Service, Muskogee, Okla., since 1947.



- Caldwell, Russell Croxton, A.B.'39, Central State Col. (Okla.); M.Ed.'53, Univ. of Okla.; Supt. of Sch., Watonga, Okla., since 1955.
- Campbell, Ralph E., B.S.'33, Col. of the Ozarks; M.S.'42, Okla. A. and M. Col.; Supt. of Sch., Tahleah, Okla., since 1950.
- Carleton, R. E., B.S.'37, East Central State Col.; M.A.'43, Univ. of Okla.; Supt. of Sch., Pauls Valley, Okla., since 1955.
- Carr, William D., B.S.'30, Southeastern State Col. (Okla.); M.A.'35, Columbia Univ.; Supt. of Sch., Cushing, Okla., since 1940.
- Carter, Bruce G., A.B.'28, LL.D.'53, Okla. Baptist Univ.; M.A.'32, Ed.D.'51, Univ. of Okla.; Pres., Northeastern Okla. A. and M. Col., Miami, Okla., since 1943.
- Cates, Eugene F., A.B.'36, Southwestern State Col.; Ed.M.'39, Univ. of Okla.; Supt. of Sch., Hollis, Okla., since 1956.
- Caudle, Fred J., M.Ed.'50, Univ. of Okla.; Supt. of Sch., Mounds, Okla., since 1952.
- Cecil, Elmer P., B.S.'27, Southwestern Inst. of Tech. (Okla.); M.Ed.'38, Univ. of Okla.; Supt. of Sch., Weatherford, Okla., since 1945.
- Chambers, W. Max, A.B.'21, M.S.'29, Univ. of Okla.; Prof. Diploma '37, Tchrs. Col., Columbia Univ.; D.Ed., Colo. State Col. of Educ.; Pres., Central State Col., Edmond, Okla., since 1949.
- Claiborne, Ray, B.S.'30, Central State Col.; M.Ed.'41, Univ. of Okla.; Supt. of Sch., Wewoka, Okla., since 1955.
- Clasby, W. H., B.A.'33, Central State Col. (Okla.); M.S.'36, Okla. A. and M. Col.; Dir. of Indian Educ., State Dept. of Educ., Oklahoma City, Okla., since 1947.
- Collins, Charles C., M.A.'47, Okla. A. and M. Col.; Supt. of Sch., Red Oak, Okla., since 1950.
- Collum, M. C., B.S.'31, Southeastern State Col. (Okla.); Ed.M.'37, Univ. of Okla.; Supt. of Sch., Madill, Okla., since 1938.
- Cornelson, George Coy, B.A.'35, Central State Col.; M.Ed.'41, Univ. of Okla.; Supt. of Sch., Edmond, Okla., since 1955.
- Cornelius, T. M., M.Ed.'51, Univ. of Okla.; Supt. of Sch., Snyder, Okla., since 1955.
- Costner, Elbert L., M.A.'34, Okla. Univ.; Supt. of Sch., Poteau, Okla., since 1941.
- Cox, George B., Master's '50, Univ. of Okla.; Supt. of Sch., Choctaw, Okla., since 1942.
- Cox, Raymond E., M.S.'40, Okla. A. and M. Col.; Supt. of Sch., Wilburton, Okla., since 1947.
- Creech, D. D., B.S.'38, Southwestern State Col. (Okla.); M.S.'49, Okla. A. and M. Col.; Supt. of Sch., Arnett, Okla., since 1950.
- Crooks, C. E., M.S.'36, Phillips Univ.; Supt. of Sch., Guthrie, Okla., since 1942.
- Cross, Earl Woodrow, Master's '46, Univ. of Tulsa; State Coordinator, Audio-Visual Educ., and Exec. Sec., Okla. Commn. Educ. Admin., State Dept. of Educ., Oklahoma City, Okla., since 1947.
- Daniel, Willard D., M.Ed.'45, Univ. of Okla.; Supt. of Sch., Ripley, Okla., since 1953.
- Davis, Clarence L., B.S.'32, Southeastern State Col. (Okla.); M.S.'41, Okla. A. and M. Col.; Supt., Velma-Alma Sch., Velma, Okla., since 1952.
- Dean, Robin R., B.S.'31, Northern Mich. Col. of Educ.; Ed.M.'52, Univ. of Okla.; Supt., Riverside Indian Sch., Anadarko, Okla., since 1946.
- Deever, Merwin, A.B.'37, Southwestern Col.; M.Ed.'41, Univ. of Okla.; Supt. of Sch., Woodward, Okla., since 1955.
- De Wees, Clarence L., B.A.'31, B.S.'35, Southwestern Col.; Ed.M.'53, Univ. of Okla.; Asst. Dir. of Finance, State Bd. of Educ., Oklahoma City, Okla., since 1947.
- Dunlap, E. T., B.S.'39, Southeastern State Col. (Okla.); M.S. in Ed. Adm.'41, Ed.D.'56, Okla. A. and M. Col.; Pres., Eastern Okla. A. and M. Col., Wilburton, Okla.
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- Easley, Marvin L., B.S.'32, Southwestern State Col. (Okla.); M.Ed.'37, Univ. of Okla.; Supt. of Sch., Erick, Okla., since 1951.
- Eaton, Frank M., B.S.'50, Northeastern State Col.; Supt., Rogers Co. Sch., Claremore, Okla., since 1955.
- Emans, Roy H., M.E.D.'39, Univ. of Okla.; Dir. of Finance, State Dept. of Educ., Oklahoma City, Okla., since 1941.
- Evans, Andy J., B.S.'32, Central State Col.; M.S.'41, Okla. A. and M. Col.; Supt. of Sch., Tonkawa, Okla., since 1951.
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- Ferguson, Leslie Guy, B.A.'24, Central State Col.; Co. Supt. of Sch., Tulsa, Okla., since 1947.
- Fields, Walter, B.S.'31, East Central State Col. (Okla.); M.S.'40, Okla. A. and M. Col.; Supt. of Sch., Minco, Okla., since 1951.
- Frazier, James R., B.A.'24, M.A.'32, Univ. of Okla.; Supt. of Sch., Okmulgee, Okla., since 1949.
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- Garrison, Harrell E., A.B.'32, Bethany-Peniel Col.; M.S.'36, Northwestern Univ.; Ph.D.'49, George Peabody Col. for Tchrs.; Pres., Northeastern State Col., Tahlequah, Okla., since 1951.
- Garrison, Sherman E., B.S.'38, Southwestern State Col.; M.A.'49, Phillips Univ.; Supt. of Sch., Butler, Okla., since 1952.
- Geis, Earl L., Ed.M.'43, Univ. of Okla.; Supt. of Sch., Alva, Okla., since 1942.
- George, N. L., B.S. in Ed.'26, Ed.M.'31, Univ. of Okla.; Ed.D.'48, Tchrs. Col., Columbia Univ.; Asst. Supt., Admin. Serv., Pub. Sch., Oklahoma City, Okla., since 1941.
- Geren, R. E., B.A.'30, Central State Col. (Okla.); M.S.'36, Okla. A. and M. Col.; Bus. Mgr. of City Sch., Ponca City, Okla., since 1951.
- Ginn, Hugh B., B.S.'39, Southwestern State Col. (Okla.); Bus. Mgr. of City Sch., Oklahoma City, Okla., since 1948.
- Godfrey, Garland A., B.S.'33, M.A.'36, Okla. A. and M. Col.; Supt. of Sch., Durant, Okla., since 1952.
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# OKLAHOMA

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- Griffin, Grandville R., A.B.'37, Northeastern State Col.; M.S.'38, Okla. A. and M. Col.; Supt. of Sch., Barnsdall, Okla., since 1956.
- Hamilton, Oather L., A.B.'38, East Central State Col.; M.A.'50, Okla. A. and M. Col.; Supt. of Sch., Bearden, Okla., since 1943.
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- Haynes, R. H., B.S.'33, Langston Univ.; Supt. of Sch., Tullahassee, Okla., since 1949.
- Herron, J. Arthur, M.Ed.'36, Univ. of Okla.; Supt. of Sch., Blackwell, Okla., since 1948.
- Hodge, Oliver, B.A.'29, Univ. of Tulsa; M.Ed.'33, D.Ed.'37, Univ. of Okla.; State Supt. of Pub. Instr., Oklahoma City, Okla., since 1947.
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- Morrison, Rex O., B.A.'25, Trinity Univ.; M.Ed.'39, Univ. of Okla.; Supt. of Sch., Ada, Okla., since 1943.
- Myers, (Mrs.) Edna Mock, B.A.'49, Northwestern State Col. (Okla.); M.Ed.'52, Phillips Univ.; Co. Supt. of Sch., Woodward, Okla., since 1952.
- Nash, M. A., Chancellor, Okla. State Regents for Higher Educ., Oklahoma City, Okla., since 1943.



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- Price, Dave D., Pres., The Economy Co., Oklahoma City, Okla.
- Proctor, C. Dan, B.A.'28, East Central State Col. (Okla.); Ed.M.'35, Ed.D.'43, Univ. of Okla.; Pres., Okla. Col. for Women, Chickasha, Okla., since 1943.
- Pugmire, D. Ross, B.S.'27, Brigham Young Univ.; M.A.'33, Tchrs. Col., Columbia Univ.; Ph.D.'37, Columbia Univ.; Prof. of Sch. Admin., Univ. of Okla., Norman, Okla., since 1947.
- Pyles, Albert T., B.A.'35, Fairmont State Tchrs. Col.; Supt. Cheyenne and Arapaho Sch., Concho, Okla., since 1956.
- Quinn, (Mrs.) Lila, M.Ed.'43, Univ. of Okla.; Prin., Millard Fillmore Elem. Sch., Oklahoma City, Okla.
- Reno, Ramon, M.S.'37, Okla. A. and M. Col.; Supt. of Sch., Stigler, Okla., since 1956.
- Rich, Ralph D., B.S.'40, Panhandle A. and M. Col.; M.Ed.'53, Univ. of Okla.; Supt., Eureka Sch. Dist., Baker, Okla., since 1946.
- Riley, Julius Elwood, B.S.'47, M.Ed.'54, Univ. of Okla.; Supt. of Sch., Gotebo, Okla., since 1955.
- Robberson, Guy E., B.S.'38, Central State Col.; M.Ed.'46, Okla. A. and M. Col.; Supt. of Sch., Lindsay, Okla., since 1949.
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- Rowe, Omer, B.S.'33, Southeastern State Col. (Okla.); M.Ed.'51, Univ. of Okla.; Supt., Carter Co. Sch., Ardmore, Okla., since 1956.
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- Shackelford, Fred, B.A.'36, Northeastern State Col. (Okla.); M.S.'56, Okla. A. and M. Col.; Examiners Div., State Dept. of Educ., Oklahoma City, Okla., since 1947.
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- Shepherd, Byron L., B.S.'32, M.S.'33, Kansas State Col.; Ed.D.'54, Okla. A. and M. Col.; Asst. Supt. of Sch., Tulsa, Okla., since 1944.
- Sheppard, Glen, Master's '53, Univ. of Okla.; Supt., Custer Co. Sch., Arapaho, Okla., since 1949.
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- Simmons, Harry D., B.S.'24, Univ. of Okla.; M.A.'27, Columbia Univ.; Supt. of Sch., Muskogee, Okla., since 1947.
- Smith, Willie G., M.S.'48, Okla. A. and M. Col.; Supt. of Sch., Nowata, Okla., since 1956.
- Sorenson, Helmer E., B.E.'35, Wis. State Tchrs. Col., Eau Claire; Ph.D.'39, Ph.D. '48, Univ. of Wis.; Assoc. Dean and Prof. of Educ., Okla. A. and M. Col., Stillwater, Okla., since 1949.
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- Spenner, George W., A.B.'42, Northwestern State Col.; M.A.'44, Phillips Univ.; Supt. of Sch., Guymon, Okla., since 1944.
- Spraberry, George E., M.S. in Ed.'27, Univ. of Okla.; Supt. of Sch., Prague, Okla., since 1954.
- Stockton, William G., Jr., B.S.'26, Northeastern State Col. (Okla.); M.A.'35, Okla. A. and M. Col.; Supt. of Sch., LeFlore, Okla., since 1920.
- Stubbs, G. T., A.B.'26, Southeastern State Col. (Okla.); M.A.'31, Tchrs. Col., Columbia Univ.; Dir., Dept. of Pub. Sch. Serv., Okla. A. and M. Col., Stillwater, Okla., since 1945.

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- Taylor, Paul R., M.S. in Ed.'31, Okla. A. and M. Col.; Supt. of Sch., El Reno, Okla., since 1935.
- Taylor, Robert Tillman, B.S.'41, Univ. of Okla.; M.S.'53, Okla. A. and M. Univ.; Supt. of Sch., Locust Grove, Okla., since 1946.
- Teague, J. E., B.S.'29, East Central State Col. (Okla.); M.S.'32, Okla. A. and M. Col.; Supt., Byng Sch., Ada, Okla., since 1926.
- Thompson, S. Arch. B.S.'25, Okla. A. and M. Col.; M.S.'35, Kansas State Col.; Supt. of Sch., McAlester, Okla., since 1950.
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- Tuttle, Francis T., B.S.'42, Okla. A. and M. Col.; Ed.M.'52, Univ. of Okla.; Supt. of Sch., Holdenville, Okla., since 1955.
- Van Meter, Oather E., B.A.'22, Southern Methodist Univ.; M.A.'29, Univ. of Okla.; Supt. of Sch., Bowlegs, Okla., since 1952.
- Vaughn, Noel E., M.Ed.'39, Univ. of Okla.; Supt. of Sch., Healdton, Okla., since 1947.
- Vaught, Charles F., M.S.'39, Okla. A. and M. Col.; Supt. of Sch., Spiro, Okla., since 1949.
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- Wilson, Howell H., M.S.'41, Univ. of Okla.; Supt. of Sch., Collinsville, Okla., since 1943.
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## INSTITUTIONAL MEMBERS

Library, Northeastern State Col., Tahlequah, Okla.

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## OREGON

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- Cox, John R., A.B.'29, Albany Col.; Prin. of H. S., Albany, Oregon, since 1953.
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- De Bernardis, Amo, Asst. Supt. of Schs., Portland, Oregon, since 1953.
- Dillon, Walter Eugene, B.S.'36, M.Ed.'41, Univ. of Oregon; Supt., Russellville Elem. Sch. Dist., Portland, Oregon, since 1950.
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- Huff, Milton C., A.B.'28, M.A.'34, Univ. of Nebr.; Supt., Lincoln Co. Sch. Dist., Newport, Oregon, since 1955.
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- Jacobson, Paul B., A.B.'22, Luther Col.; A.M.'28, Ph.D.'31, State Univ. of Iowa; Dean, Sch. of Educ., Univ. of Oregon, Eugene, Oregon, since 1947.
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# INSTITUTIONAL MEMBERS

- Oregon Assn. of Co. Sch. Supts., 301 State Library Bldg., Salem, Oregon.
- Oregon Assn. of Dist. Supts., State Dept. of Educ., Salem, Oregon.
- Oregon Col. of Educ., Library, Monmouth, Oregon.
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- Abbott, E. Carlton, Ph.B.'26, Vt. Univ. and State Agr. Col.; M.A.'33, Columbia Univ. Ph.D.'43, Univ. of Pa.; Dist. Supt. of Schs., Lansdowne, Pa., since 1947.

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- Boes, Joseph W., B.S.'34, M.A.'46, Duquesne Univ.; Supvg. Prin., John Carroll Jt. Schs., Elmora, Pa., since 1955.
- Bohren, Karl, Ed.D.'46, Univ. of Pittsburgh; Supt. of Schs., Clairton, Pa., since 1950.
- Bolger, William H., B.S. in Ed.'38, Pa. State Tchrs. Col., Millersville; M.Ed.'48, Pa. State Univ.; Supvg. Prin., Area Sch. Dist., Palmyra, Pa., since 1956.
- Bond, Horace Mann, A.B.'23, Lincoln Univ.; A.M.'26, Ph.D.'36, Univ. of Chicago; Pres., Lincoln Univ., Lincoln University, Pa., since 1945.
- Boughner, W. L., Supvg. Prin. of Schs., West Elizabeth, Pa.
- Bouldin, Edward J., B.S.'37, Waynesburg Col.; M.Ed.'52, Univ. of Pittsburgh; Supvg. Prin., Laurel Valley Jt. Sch. System, New Florence, Pa., since 1954.
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- Brendlinger, LeRoy R., B.S.'46, Pa. State Tchrs. Col., West Chester; M.A.'49, Univ. of Pa.; Asst. Supt., Montgomery Co. Schs., Norristown, Pa., since 1955.
- Brenner, Frank E., A.B.'31, Pa. State Col.; M.Ed.'44, Temple Univ.; Asst. Supt. of Co. Schs., Lebanon, Pa., since 1954.
- Brest, L. Leroy, B.S.'41, Pa. State Tchrs. Col., Slippery Rock; M.Ed.'49, Pa. State Univ.; Supvg. Prin., Randolph East Meade Sch. Dist., Guys Mills, Pa., since 1955.
- Brewer, Karl M., B.A.'33, M.Ed.'38, Pa. State Col.; Supt. of Schs., Du Bois, Pa., since 1942.
- Brinton, Charles A., B.S.'21, Haverford Col.; M.A.'40, Univ. of Pa.; Supvg. Prin., Clifton Heights, Pa., 1935-50. Address: R.D. 1, Biglerville, Pa.
- Brittall, Robert W., Ed.D.'54, Columbia Univ.; Asst. Prof. Educ. Admin., Univ. of Pittsburgh, Pittsburgh, Pa., since 1955.
- Broad, Lambert Edward, B.A.'27, Lehigh Univ.; M.A.'31, Univ. of Pittsburgh; Pres., Mining and Mech. Inst., Freeland, Pa., since 1934.
- Brocker, Robert John, Sch. Arch. and Engr., Coulter Bldg., Greensburg, Pa., since 1922.
- Brosky, Bertha Betty, B.S.'40, M.Ed.'41, Univ. of Pittsburgh; Prin. of Elem. Schs., Scott Twp., Pittsburgh, Pa., since 1953.
- Brother Azarias, F.S.C., A.B.'24, A.M.'27, La Salle Col.; Ed.D.'51, Univ. of Pa.; Head, Dept. of Educ., La Salle Col., Philadelphia, Pa., since 1947.
- Brown, Cardin D., B.S.'35, Pa. State Tchrs. Col., Kutztown; M.Ed.'40, Pa. State Col.; Supvg. Prin., Plymouth-Whitemarsh Twp. Schs., Norristown, Pa., since 1944.
- Brown, Hermon J., M.Ed.'53, Pa. State Univ.; Supvg. Prin., Sullivan Highland Jt. Sch. Dist., Sonestown, Pa., since 1934.
- Brown, Robert, A.B.'27, M.A.'32, Univ. of Pa.; Supt., Sch. Dist. 4, Philadelphia, Pa., since 1950.
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- Brvan, Fred E., B.S.'33, Pa. State Tchrs. Col., California; M.A.'37, Columbia Univ.; D.Ed.'52, Univ. of Pittsburgh; Supt. of Schs., Uniontown, Pa., since 1950.
- Bubonovich, Nick, Jr., B.S.'47, Geo. Washington Univ.; M.S.'53, West Va. Univ.; Prin., North Union Jr. H. S., Uniontown, Pa., since 1954.
- Buck, Cleon F., B.S.'23, Bucknell Univ.; M.S. in Ed.'33, Univ. of Pa.; Supvg. Prin. of Boro Schs., Parkersburg, Pa., since 1925.
- Bulick, Samuel B., B.S.'17, Susquehanna Univ.; Ed.M.'33, Univ. of Pittsburgh; Ph.D.'45, Webster Col.; Supt. of Schs., Greensburg, Pa., since 1941.
- Burkard, William E., B.S.'17, M.A.'25, Ph.D., Univ. of Pa.; Assoc. Supt. of Schs., Philadelphia, Pa., since 1951.
- Burkey, Jacob E., B.S.'47, Calif. State Tchrs. Col. (Pa.); M.Ed.'48, Ph.D.'54, Univ. of Pittsburgh; Dir. of Elem. Educ., Bethlehem Jt. Schs., Fredericktown, Pa., since 1954.
- Burkhart, J. Paul, A.B.'27, Albright Col.; M.A.'30, Columbia Univ.; Co. Supt. of Schs., Carlisle, Pa., since 1946.
- Burkholder, W. Clay, B.S.'35, Juniata Col.; M.Ed.'41, Pa. State Col.; Supt., Mifflin Co. Schs., Lewistown, Pa.
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- Butterweck, Joseph S., B.S. in Ed.'22, M.A.'24, Univ. of Pa.; Ph.D.'26, Columbia Univ.; Dir., Div. of Sec. Educ., and Prof. of Educ., since 1926, and Acting Dean, Sch. of Educ., Temple Univ., Philadelphia, Pa., since 1953.
- Butts, James E., A.B.'20, Juniata Col.; A.M.'25, Columbia Univ.; Supt. of Blair Co. Schs., Hollidaysburg, Pa., since 1942.



# PENNSYLVANIA

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- Cameron, Donald L., B.A.'33, Juniata Col.; M.Ed.'47, Pa. State Col.; Ed.D.'56, Pa. State Univ.; Supvr., Special Educ., Centre Co. Sch., Bellefonte, Pa., since 1953.
- Campbell, A. L., B.S.'30, Pa. State Tchrs. Col., Slippery Rock; M.Ed., Univ. of Pittsburgh; Supvg. Prin., Area Jt. Schs., Apollo, Pa., since 1950.
- Campbell, Charles M., A.B.'33, Grove City Col.; M.Ed.'41, Univ. of Pittsburgh; Supvg. Prin., Mt. Oliver Schs., Pittsburgh, Pa., since 1951.
- Campbell, (Mrs.) Emily Shimer, Dir. of Elem. Educ., Pottsville, Pa., since 1936.
- Campbell, William V., M.S. in Ed.'39, Duquesne Univ.; Supt. of Schs., Homestead, Pa., since 1954.
- Campion, Joseph William, B.S.'36, Pa. State Tchrs. Col., Kutztown; Supvg. Prin., Cass Twp. Sch. Dist., Heckscherville, Pa., since 1936.
- Carr, Colwell W., B.S.'33, M.S.'39, Univ. of Pa.; Supvg. Prin., Rockledge Boro Sch. Dist., Philadelphia, Pa., since 1950.
- Carson, Thomas E., B.S.'31, Bethany Col.; M.Ed.'35, Ph.D.'44, Univ. of Pittsburgh; Supvg. Prin., North Allegheny Schs., Pittsburgh, Pa., since 1948.
- Carter, E. Frank, B.S.'33, Pa. State Tchrs. Col., California; M.A. in Ed.'37, Univ. of Pittsburgh; Supt., Rostraver Twp. Schs., Belle Vernon, Pa., since 1938.
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- Carter, R. Glenn, A.B.'32, Pa. State Univ.; M.Ed.'38, Univ. of Pittsburgh; Supt., Valley Grove Schs., Franklin, Pa., since 1948.
- Cartwright, John S., A.B.'26, Cornell Univ.; A.M.'40, N. Y. Univ.; Supt. of Schs., Allentown, Pa., since 1950.
- Carver, John Stanley, Arch. Design'33, Beaux Arts Inst. of Design (N. Y.); Cert.'41, Univ. of Pa.; Archt., 2112 Spruce St., Philadelphia, Pa., since 1936.
- Catranis, Steve John, B.S.'51, Pa. State Tchrs. Col., Kutztown; M.Ed.'55, Temple Univ.; Elem. Supvr., Spring-Ford Sch. Dist., Royersford, Pa., since 1955.
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- Coates, Robert H., B.S. in Ed.'30, M.S. in Ed.'37, Temple Univ.; Special Asst. to Dir., Div. of Sch. Extension, Philadelphia, Pa., since 1947.
- Cober, John G., B.S. in Ed.'38, Pa. State Tchrs. Col., Indiana; M.Ed.'46, Univ. of Pittsburgh; Supvg. Prin., O'Hara Twp. Sch. Dist., Pittsburgh, Pa., since 1947.
- Cobley, Herbert F., B.S.'40, Pa. State Tchrs. Col., Kutztown; M.A.'47, Lehigh Univ.; Supt., Borough and Area Jt. Sch. Dist., Nazareth, Pa., since 1956.
- Cocklin, Warren H., B.S.'23, Franklin and Marshall Col.; A.M.'31, Univ. of Pa.; Supt., Upper Merion Twp. Schs., King of Prussia, Pa., since 1944.
- Cogley, Jesse W., Jr., A.B.'27, Westminster Col. (Pa.); M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Schs., Patton, Pa., since 1947.
- Cole, Ray M., B.S.'20, M.A.'27, Pa. State Col.; Supt., Columbia Co. Schs., Bloomsburg, Pa., since 1918.
- Coleman, Ralph Eugene, B.S.'32, Lebanon Valley Col.; Viceprin., Donegal Jt. Sch., Mount Joy, Pa., since 1955.
- Collett, Marion M., B.S. in Ed.'30, Pa. State Tchrs. Col., Clarion; M.Ed.'34, Univ. of Pittsburgh; Supvg. Prin., Clarion-Limestone Jt. Schs., Strattonville, Pa., since 1936.
- Connell, John T., B.S.'19, LL.D.'52, Grove City Col.; A.M.'32, Univ. of Pittsburgh; Co. Supt. of Schs., Butler, Pa., since 1920.
- Connoley, J. Vincen, B.S. in Ed.'45, Pa. State Tchrs. Col., California; M.Ed.'51, Univ. of Pittsburgh; Supvg. Prin., Bethlehem Jt. Schs., Fredericktown, Pa., since 1954.
- Conway, R. F., B.S.'20, Westminster Col.; M.A.'30, Columbia Univ.; Supt., Lawrence Co., Schs., New Castle, Pa., since 1950.
- Cooper, E. Newbold, S.B.'21, Haverford Col.; M.A.'25, Univ. of Pa.; Ed.D.'47, Rutgers Univ.; Pres., Girard Col., Philadelphia, Pa., since 1955.
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- Corbett, Thomas E., B.S. in Ed.'31, Pa. State Tchrs. Col., Indiana; M.A.'41, Tchrs. Col., Columbia Univ.; Supvg. Prin., Purchase Line Schs., Commodore, Pa., since 1953.
- Corliss, Burns Gardner, B.S.'37, State Tchrs. Col., Indiana, Pa.; M.Ed.'46, Univ. of Pittsburgh; Supvg. Prin., Union Schs., Rimersburg, Pa., since 1953.



- Cottrell, Elmer B., B.P.E.'19, M.P.E.'24, Springfield Col.; B.S.'28, Ed.D.'36, Univ. of Pittsburgh; Chief, Health, Phys. Educ. and Recreation, State Dept. of Pub. Instr., Harrisburg, Pa., since 1947.
- Coulter, Ronald M., B.S.'24, Thiel Col.; M.Ed.'36, Univ. of Pittsburgh; Asst. Supt. of Indiana Co. Schs., Indiana, Pa., since 1950.
- Craig, James C., B.S.'33, Carnegie Inst. of Tech.; M.A.'37, Ph.D.'54, Univ. of Pittsburgh; Prof. of Educ., Dir. of Courses in Elem. Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1955.
- Craig, Sam B., B.A.'23, Litt.D.'51, Centre Col.; M.A.'25, Litt.D.'51, Gallaudet Col.; M.A.'27, George Washington Univ.; Supt., Western Pa. Sch. for the Deaf, Pittsburgh, Pa., since 1946.
- Craven, Samuel D., B.S.'35, Univ. of Pa.; M.Ed.'41, Temple Univ.; Ed.D.'56; Supvg. Prin., Boro. Sch. Dist., Folcroft, Pa., since 1949.
- Crist, Glenwood Joseph, B.S.'32, Pa. State Tchrs. Col., Mansfield; B.S. in Ed.'41, M.S. in Ed.'42, Bucknell Univ.; Supvg. Prin., Montgomery-Clinton Jt. Schs., Montgomery, Pa., since 1951.
- Crouse, Foster C., A.B.'16, Franklin and Marshall Col.; M.A.'37, Univ. of Pittsburgh; Supvg. Prin., Edgewood Boro. Sch., Pittsburgh, Pa., since 1952.
- Crouthamel, E. Merton, A.B.'14, Juniata Col.; M.Ed.'36, Temple Univ.; Supvg. Prin. of Schs., Souderton, Pa., since 1922.
- Crumbling, Harry Ammon, B.S.'24, Albright Col.; M.S.'33, Cornell Univ.; Supvg. Prin., Community Jt. Schs., Troy, Pa., since 1955.
- Culbertson, Paul M., A.B.'26, Lafayette Col.; M.S.'37, Univ. of Pa.; Supvg. Prin., Montgomery Twp. Sch. Dist., Montgomeryville, Pa., since 1952.
- Culler, Ned, B.S.'29, M.Ed.'37, Pa. State Col.; Ed.D.'45, Univ. of Pittsburgh; Supt. of Schs., Connellsville, Pa.
- Curran, James Donald, A.B.'27, Univ. of Scranton; M.Ed.'39, Pa. State Col.; Supt. of Schs., Carbondale, Pa., since 1954.
- Daldy, A. Cyril, B.A.'22, Oxford Univ., England; Mgr. of Sch. and Col. Serv., Sun Oil Co., Philadelphia, Pa., since 1946.
- Dalton, Clyde E., B.S.'35, Pa., State Tchrs. Col., West Chester; A.M.'38, Tchrs. Col., Columbia Univ.; Asst. Supt. of Delaware Co. Schs., Media, Pa., since 1954.
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- Davies, Gwilym D., B.A.'34, M. of Ed.'46, Univ. of Pittsburgh; Supvg. Prin., Millersburg Boro. Schs., Millersburg, Pa., since 1952.
- Davies, Marcus W., B.S.'27, Waynesburg Col.; Ed.M.'36, Univ. of Pittsburgh; Supvg. Prin. of Schs., Coraopolis, Pa., since 1949.
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- Davis, Earle C., B.S.'27, New York Univ.; M.Ed.'33, Univ. of Pittsburgh; Supvg. Prin., Jt. Schs., North East, Pa., since 1927.
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- Dawes, Dorothy Dowling, B.S. in Ed.'29, Temple Univ.; M.A.'32, Columbia Univ.; Prin., E. Spencer Miller Sch., Philadelphia, Pa., since 1951.
- Day, E. Paul, Normal Diploma '27, California Normal Sch. (Pa.); B.A.'32, Washington and Jefferson Col.; M.Ed.'44, Univ. of Pittsburgh; Supvg. Prin., Peters Twp. Schs., Canonsburg, Pa., since 1945.
- Dean, Clarence N., B.S.'37, M.Ed. Adm.'44, Univ. of Pittsburgh; Prin., Homeville Jr. H. S. West Mifflin, Pa., since 1930.
- Decker, Henry B., B.S.'36, Pa. State Tchrs. Col., East Stroudsburg; M.A.'49, Temple Univ.; Admin. Asst., Twp. Schs., Bristol, Pa., since 1950.
- Deery, Edward B., B.S. in Elem. Ed.'38, Muskingum Col.; M.S. in Ed.'40, Temple Univ.; Supt. of Schs., Darby, Pa., since 1950.
- DeLacy, Walter James, B.S. in Ed.'37, State Col. for Tchrs., Buffalo; Ed.M.'42, Ed.D.'52, Univ. of Buffalo; Assoc. Prof. Educ., Admin. and Exec. Secy., Pa. Sch. Study Council, Pa. State Univ., University Park, Pa., since 1954.
- Delahunty, Kenneth R., A.B.'31, Westminster Col.; M.Ed.'37, Pa. State Col.; Supt., Hickory Twp. Sch. Dist., Sharon, Pa., since 1954.
- Dell, Homer W., B.A.'30, Juniata Col.; M.S.'37, Pa. State Col.; Asst. Supt. of Huntingdon Co. Schs., Huntingdon, Pa., since 1946.
- Denniston, A. Bruce, B.S.'25, M.A.'28, Ed.D.'42, Univ. of Pittsburgh; Supt. of Schs., Altoona, Pa., since 1950.
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- Derickson, Lawrence B., M.S.'34, Univ. of Pittsburgh; Supvg. Prin., South Butler Co. Jt. Schs., Saxtonburg, Pa., since 1949.
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- Douglas, Lawrence M., B.S.'29, Geneva Col.; M.A.'33, D.Ed.'50, Univ. of Pittsburgh; Supt., Area Jt. Schs., Corry, Pa., since 1950.
- Downie, James T., B.A.'25, Muskingum Col.; M.Ed.'34, Univ. of Pittsburgh; Supt. of Schs., Punxsutawney, Pa., since 1938.
- Dreisbach, Dodson Earl, B.S. in Ed.'45, Pa. State Tchrs. Col., Kutztown; M.A.'49, Columbia Univ.; Prin., Elem. Sch., Twin Valley Jt. Sch. Dist., Birdsboro, Pa., since 1955.
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- Duda, Michael, B.A.'33, St. Vincent Col.; M.Ed.'39, D.Ed.'44, Univ. of Pittsburgh; Pres., Pa. State Tchrs. Col., California, Pa., since 1956.
- Dugan, John E., A.B.'26, A.M.'29, Princeton Univ.; Ed.D.'32, Rutgers Univ.; Head, Dept. of Educ., Beaver Col., Jenkintown, Pa., since 1946.
- Dumbauld, George W., M.A.'38, Tchrs. Col., Columbia Univ.; A.B.'29, Susquehanna Univ.; Asst. Supt., Fayette Co. Schs., Uniontown, Pa., since 1938.
- Dunkelberger, Paul C., B.S.'39, M.S.'50, Pa. State Col.; M.A.'48, Lehigh Univ.; Supvg. Prin. of Schs., Kutztown, Pa., since 1951.
- Dunmire, Burt, B.A.'41, Thiel Col.; Ed.M.'47, Ph.D.'54, Univ. of Pittsburgh; Supt., Kittanning Union Sch. Dist., Kittanning, Pa., since 1952.
- Dunn, James C., B.S.'24, Pa. State Univ.; M.Ed.'35, Univ. of Pittsburgh; Supvg. Prin., Fort Cherry Jt. Schs., McDonald, Pa., since 1954.
- Dunnan, Donald W., B.S.'33, Univ. of N. H.; M.Ed.'40, Boston Univ.; D.Ed.'51, Harvard Univ.; Supt. of Schs., Meadville, Pa., since 1954.
- Duronio, A. John, A.B.'28, Col. of Wooster; M.Ed.'49, Univ. of Pittsburgh; Voc. Dir., Monessen Sch. Dist., Monessen, Pa., since 1953.
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- Eberhart, Guy F., B.S.'36, W. Va. Univ.; M.Ed.'47, Ed.D.'53, Univ. of Pittsburgh; Regional Supt., Delhaas-Bristol Twp. Sch., Bristol, Pa., since 1956.
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- Eberts, Elbert Ulysses, B.S.'39, Pa. State Tchrs. Col., Kutztown; M.Ed.'46, Temple Univ.; Supvg. Prin., Twin Valley Jt. Sch., Morgantown, Pa., since 1955.
- Ebling, Harry E., B.S.'40, Elizabethtown Col.; M.A.'45, Temple Univ.; Supvg. Prin., Tulpehocken Area Jt. Schs., Bethel, Pa., since 1943.
- Eby, Henry K., A.M.'27, Columbia Univ.; Supvg. Prin., Jt. Sch. Dist., Newport, Pa., since 1929.
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- Eisenhower, Russell Wellington, A.B.'35, Susquehanna Univ.; M.A.'46, Bucknell Univ.; Supvg. Prin., Area Jt. Schs., Northumberland, Pa., since 1953.
- Elliott, Alvin W., B.S. in Ed.'34, Pa. State Tchrs. Col., Slippery Rock; Ed.M.'43, Univ. of Pittsburgh; Supvg. Prin., Center Twp. Schs., Monaca, Pa., since 1939.
- Emerich, David J., B.S.'32, Pa. State Tchrs. Col., Millersville; Ed.M.'48, Temple Univ.; Supvg. Prin. of Schs., Hummelstown, Pa., since 1950.
- Emery, Charles P., M.A.'41, Univ. of Pa.; Supvg. Prin. of Jt. Schs., Downingtown, Pa., since 1946.
- Enders, Donald E., B.S.'33, Gettysburg Col.; M.A.'46, N. Y. Univ.; Supvg. Prin. of Schs., Camp Hill, Pa., since 1954.
- Engle, Carl R., B.S.'36, Pa. State Tchrs. Col., Kutztown; M.S.'47, Univ. of Pa.; Supvg. Prin., Upland Sch. Dist., Upland, Pa., since 1949.
- Engle, Fred S., B.S.'33, Springfield Col.; M.Ed.'39, Pa. State Col.; Supvg. Prin., Twp. Sch. Dist., Lancaster, Pa., since 1951.
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- Eshelman, Arthur W., B.S.'27, Elizabethtown Col.; M.A.'31, Columbia Univ.; Prin., Pequea Valley H. S., Paradise, Pa., since 1954.
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- Johns, Robert Edward, A.B.'38, Franklin and Marshall Col.; M.S. in Ed.'48, Univ. of Pa.; Asst. Supt., Chester Co. Sch., West Chester, Pa., since 1955.
- Johnson, Robert Lee, B.S.'42, State Tchrs. Col., Bloomsburg, Pa.; M.S.'52, Univ. of Pa.; Supvg. Prin. of Greenwood Joint Sch., Millerstown, Pa., since 1952.
- Johnston, David A., B.S.'29, Franklin and Marshall Col.; M.A. in Ed.'33, Cornell Univ.; Supt. of Springfield Twp. Sch., Chestnut Hill, Philadelphia, Pa., since 1953.
- Johnston, Ernest Milton, B.S.'25, Grove City Col.; M.A.'32, Univ. of Pittsburgh; Supvg. Prin. of Sch., Ebsenburg, Pa., since 1929.
- Johnston, G. W., B.S.'29, Geneva Col.; Supvg. Prin., Shenango Twp. Sch. Dist., New Castle, Pa., since 1932.
- Jones, Charles S., B.S.'29, Bucknell Univ.; M.S.'43, Univ. of Pa.; Supvg. Prin. of Boro Sch., Hatboro, Pa., since 1952.
- Jones, Clifford Vinton, B.S.'36, Pa. State Tchrs. Col., Edinboro; M.Ed.'51, Univ. of Pittsburgh; Ed.D.'54, Tchrs. Col., Columbia Univ.; Dist. Supt. of Area Jt. Sch., Shamokin, Pa., since 1956.
- Jones, D. Paul, A.B.'29, Washington and Jefferson Col.; Ed.M.'36, Ph.D.'53, Univ. of Pittsburgh; Supvg. Prin., Forest Hills Boro Sch., Pittsburgh, Pa., since 1940.
- Jones, Elfed Harold, B.S.'30, Pa. State Tchrs. Col., Bloomsburg; M.A.'37, N. Y. Univ.; Supvg. Prin., Scott Twp. Sch. Dist., Espy, Pa., since 1955.
- Jones, James Turner, B.S. in Ed.'37, M.Ed.'40, Temple Univ.; Supvg. Prin. of Susquenita Jt. Sch. Dist., Duncannon, Pa., since 1953.
- Jones, Lloyd M., A.B.'22, Univ. of Wichita; M.A.'27, Ph.D.'35, Columbia Univ.; Prof. of Physical Educ., Pa. State Univ., State College, Pa., since 1940.
- Jordan, Robert Frederick, B.S.'36, Pa. State Tchrs. Col., Indiana; M.Ed.'40, Univ. of Pittsburgh; Supvg. Prin., Avonworth Sch. Dist., Pittsburgh, Pa., since 1955.
- Judy, Byron R., B.S.'24, M.Ed.'35, Pa. State Univ.; Prin., Octorara Area Jr.-Sr. H. S., Cochranville, Pa., since 1953.
- Kata, Joseph J., B.S.'32, State Tchrs. Col., Clarion, Pa.; M.Ed.'47, Univ. of Pittsburgh; Prin. of Redbank Valley H. S., New Bethlehem, Pa., since 1950.
- Kearney, Walter A., B.S.'34, M.Ed.'41, Pa. State Col.; Supt. of Sch., New Castle, Pa., since 1954.



- Keat, Donald B., B.S.'22, Lafayette Col.; M.A.'33, Lehigh Univ.; Supt. of Boro Sch. Dist., Bangor, Pa., since 1951.
- Keefauver, Lloyd C., A.B.'15, A.M.'24, S.C.D. (Hon.)'45, Gettysburg Col.; Dist. Supt. of Borough Sch., Gettysburg, Pa., since 1926.
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- Keffer, (Mrs.) Sadie R., Secy., Sch. Bd., Clairton H.S., Clairton, Pa.
- Kehrl, Edwin H., M.A.'28, Columbia Univ.; Supt. of Wyoming Co. Sch., Tunkhannock, Pa., since 1934.
- Keim, Merle L., A.B.'27, Dickinson Col.; A.M.'32, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Annville, Pa., since 1951.
- Keim, William Earl, B.S.'49, Pa. State Tchrs. Col., Millersville; M.A.'53, Lehigh Univ.; Admin. Asst., Upper Dublin H. S., Fort Washington, Pa., since 1955.
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- Kirkpatrick, George W. R., A.B.'26, Ursinus Col.; M.A.'32, Univ. of Pa.; Prin., Jr. H. S., Bala-Cynwyd, Pa., since 1939.
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- Klein, Philip, Chmn., Harcum Jr. Col., Bryn Mawr, Pa.
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- Konvolinka, Harold S., B.S. in Ed.'30, Geneva Col.; M.A.'35, Ph.D.'53, Univ. of Pittsburgh; Supt. of Sch., Duquesne, Pa., since 1954.
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- Kulp, Dan B., B.S.'23, Ursinus Col.; M.A.'30, Univ. of Pa.; Supvg. Prin., Area Sch. Dist., Red Lion, Pa., since 1944.
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- Kurtz, Stanley M., Ph.B.'24, Muhlenberg Col.; M.A.'29, Univ. of Pa.; Supvg. Prin., Upper Perkiomen Jt. Sch., Pennsylvania, since 1952.
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- Kushma, John J., B.S.'38, Pa. State Tchrs. Col., Bloomsburg; M.S.'42, Temple Univ.; Supvg. Prin. of Sch., Clifton Heights, Pa., since 1950.

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- Land, S. Lewis, B.S.'22, George Peabody Col. for Tchrs.; M.S.'25, Univ. of Wis.; Ph.D.'31, N. Y. Univ.; Dir., Voc. Tch. Educ., Pa. State Univ., State College, Pa., since 1946.
- Landin, Everett Arthur, B.A.'42, M.Ed.'52, Alfred Univ.; Supvg. Prin. of Northern Area Jt. Sch., Sugar Grove, Pa., since 1953.
- Landis, Robert C., Diploma '10, Keystone Tchrs. Col.; Ph.D.'18, Muhlenberg Col.; M.A.'29, Univ. of Pa.; Supt. of Sch., Conshohocken, Pa., since 1926.
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- Lang, Fred, B.S.'37, Pa. State Tchrs. Col., Slippery Rock; M.Ed.'40, Univ. of Pittsburgh; Supvg. Prin. of Pine Twp. Sch. Dist., Gibsonia, Pa., since 1946.
- Lathrop, Cecil D., B.S.Ed.'33, Pa. State Tchrs. Col., Mansfield; M.Ed.'38, Pa. State Col.; Supvg. Prin. of Elk Lake Sch., Dimock, Pa., since 1944.
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- LeCron, Wilbur R., M.A.'28, Univ. of Pittsburgh; Ed.D.'38, Pa. State Col.; Supt. of Sch., Ashland, Pa., since 1942.
- Leidich, John M., B.A.'28, Gettysburg Col.; M.S.'33, Pa. State Col.; Supvg. Prin. of Millcreek Twp. Sch. Dist., Newmantown, Pa., since 1943.
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- Liggett, Earle O., B.S.'17, Muskingum Col.; A.M.'27, Ph.D.'42, Univ. of Pittsburgh; Dist. Supt. of Sch., Munnhall, Pa., since 1938.
- Liggett, William A., A.B.'39, Col. of Wooster; M.Litt.'41, Ph.D.'50, Univ. of Pittsburgh; Dean of Men, State Tchrs. Col., Kutztown, Pa., since 1951.
- Lindsey, James L., Supt. of Elk Co. Sch., Ridgway, Pa., since 1954.
- Linton, John H., A.B.'25, Ohio Wesleyan Univ.; M.A.'32, D.Ed.'54, Univ. of Pittsburgh; Supt. of Penn. Twp. Sch., Pittsburgh, Pa., since 1946.
- Lissfelt, Elmer A., A.B.'27, A.M.'30, Univ. of Pittsburgh; A.M.'31, Univ. of Pa.; Supvg. Prin., Upper Moreland Twp. Sch. Dist., Willow Grove, Pa., since 1947.
- Little, Marsby C., B.S.'28, Gettysburg Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Waynesboro, Pa., since 1945.
- Litts, John C., B.S.'34, Pa. State Tchrs. Col., East Stroudsburg; M.S.'37, Bucknell Univ.; Supt. of Monroe Co. Sch., Stroudsburg, Pa., since 1946.
- Lloyd, N. Verner, B.S. in Sec. Ed.'34, Ind. State Tchrs. Col.; M.Ed. Adm.'48, Univ. of Pittsburgh; Supvg. Prin. of Sch., South Greensburg, Pa., since 1952.
- Lloyd, R. Todd, A.B.'28, Geneva Col.; M.Ed.'41, Univ. of Pittsburgh; Supt. of Sch., Shippensburg, Pa.
- Logan, Arthur P., Secy.-Bus. Mgr., Pub. Sch., Erie, Pa., since 1949.
- Long, Clarence M., B.S.'31, Pa. State Tchrs. Col., California; M.A.'34, D.Ed.'42, Univ. of Pittsburgh; Dir. of Lab. Sch. and Tch. Tr. and Placement, State Tchrs. Col., Slippery Rock, Pa., since 1950.
- Long, Edwin B., A.B.'19, Dickinson Col.; A.M.'25, Tchrs. Col., Columbia Univ.; Ed.D.'44, Pa. State Col.; Supt. of Bellevue Sch., Pittsburgh, Pa.
- Long, William Whittington, A.B.'48, M.S. in Ed.'52, Univ. of Pa.; Supvg. Prin. of Boro Sch., Ambler, Pa., since 1953.
- Low, Luther W., A.B.'39, Washington-Jefferson Col.; M.Ed.'47, Univ. of Buffalo; Supvg. Prin. of Jt. Consol. Sch., West Middlesex, Pa., since 1948.
- Lumley, John M., A.B.'28, Muhlenberg Col.; M.Ed.'46, Pa. State Univ.; D.Ed.'53, Waynesburg Col.; Supt. of Sch., Wilkes-Barre, Pa., since 1955.
- McAndrew, Mary B., B.A.'23, Marywood Col.; M.A.'36, Columbia Univ.; Supt. of Sch., Carbondale, Pa., 1934-54 (retired). Address: 50 Spring St., Carbondale, Pa.
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- McClymonds, Joseph A., B.S.'34, Pa. State Tchrs. Col., Slippery Rock; Ed.M.'38, Ed.D.'48, Univ. of Pittsburgh; Asst. Dir. of Laboratory Sch. in chg. of Sec. Educ., State Tchrs. Col., and Prin. of H. S., Area Jt. Schs., Slippery Rock, Pa., since 1951.
- McCollum, Thomas G., Jr., B.S. in E.E.'24, Pa. State Col.; M.Ed.'36, Temple Univ.; Supvg. Prin. of Sch., East Lansdowne, Pa., since 1949.
- McConnel, Clarence H., B.S. in Ed.'36, Pa. State Col.; M.S. in Ed.'42, Bucknell Univ.; Supt. of Sch., Lycoming Co., Williamsport, Pa., since 1947.
- McCormick, George Asa, A.B.'25, Muskingum Col.; M.Ed.'34, D.Ed.'46, Univ. of Pittsburgh; Supt. of Sch., Norristown, Pa., since 1956.
- McCracken, Theo O., Litt.B.'25, Grove City Col.; M.Ed.'46, Pa. State Col.; Supvg. Prin., Turnpike Sch. System, Mildred, Pa.
- McCreery, William A., B.S.'24, Westminster Col.; M.Ed.'41, Univ. of Pittsburgh; Supvg. Prin. of Jt. Sch., Marion Center, Pa., since 1951.



- McDonald, Samuel Elliott, B.S.'29, M.A.'35, Univ. of Pittsburgh; Supt. of Sch., Coatesville, Pa., since 1930.
- McFadden, Elton, B.S.'31, Pa. State Tchrs. Col., Slippery Rock; M.E.'42, Univ. of Pittsburgh; Supvg. Prin. of Neville Twp. Sch., Pittsburgh, Pa., since 1943.
- McKee, Margaret G., B.S.'29, M.A.'32, D.Ed.'49, Univ. of Pittsburgh; Asst. Supt., Allegheny Co. Sch., Pittsburgh, Pa., since 1942.
- McKee, William B., B.S.'40, Pa. State Tchrs. Col., Slippery Rock; Master's '44, Univ. of Pittsburgh; Supvg. Prin. of Pub. Sch., Wesleyville, Pa., since 1943.
- McKelvey, Eugene M., M.Ed.'40, Univ. of Pittsburgh; Asst. Supt., Westmoreland Co. Sch., Greensburg, Pa., since 1947.
- McMahon, C. Joseph, B.S.'35, M.Ed.'38, Univ. of Pittsburgh; Supvg. Prin. of Boro Schs., Bridgeville, Pa., since 1954.
- McMillan, Chandler B., B.S.'30, Grove City Col.; M.S.'36, Pa. State Col.; D.Ed.'48, Univ. of Pittsburgh; Supt. of Sch., Beaver; Pa., since 1950.
- McMullen, J. Willard, A.B.'21, Univ. of Del.; M.A.'35, Univ. of Pa.; Supvg. Prin. of Schs., Oxford, Pa., since 1923.
- McNichols, Richard F., B.A.'21, M.A.'23, Mount St. Mary's Col. (Md.); Supt. of Sch., Scranton, Pa., since 1952.
- McNitt, Ernest B., B.C.S.'35, M.Ed.'41, Univ. of Pittsburgh; Supt. of Sch., New Brighton, Pa., since 1943.
- Mack, Melvin G., B.S.'34, Franklin and Marshall Col.; M.S. in Ed.'45, Univ. of Pa.; Supvg. Prin. of Palisades Jt. Schs., Kintnersville, Bucks Co., Pa., since 1944.
- Magill, Frank, A.B.'22, Juniata Col.; Co. Supt. of Sch., Huntingdon, Pa., since 1946.
- Maier, (Rt. Rev.) Robert J., B.A.'33, M.A.'35, St. Vincent Col.; Supt. of Parochial Sch., Harrisburg, Pa., since 1947.
- Mallery, John, Jr., B.S.'38, Pa. State Univ.; M.Ed.'52, Univ. of Pittsburgh; Supt. of Co. Sch., Warren, Pa., since 1954.
- Manwiller, Charles E., B.A.'23, Franklin and Marshall Col.; M.A.'27, Ph.D.'34, Univ. of Pittsburgh; Dir., Curriculum Study and Research, Pub. Sch., Pittsburgh, Pa., since 1939.
- Marsh, Paul N., B.S.'16, Pa. State Col.; M.Ed.'36, Univ. of Pittsburgh; Supt. of Pub. Sch., Ford City, Pa., 1950-56 (retired).
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- Martsellar, J. Everett, B.S.'48, Elizabethtown Col.; M.Ed.'53, Western Md. Col.; Prin. of Elem. Sch., York, Pa., since 1953.
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- Metzner, William, M.S. in Ed.'41, Temple Univ.; Prin., John B. Stetson Jr. H. S., Philadelphia, Pa., since 1952.
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- Miller, Franklin A., B.S.'25, M.S.'31, Ph.D.'48, Univ. of Pittsburgh; Prof. of Educ. and Chmn., Div. of Educ. Admin., Pa. State Univ., University Park, Pa., since 1949.
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- Miller, William P., B.A.'32, Col. of Wooster; B.S.'34, Ohio State Univ.; M.S.'50, Univ. of Pittsburgh; Supvg. Prin., Burgettstown-Smith Twp. Jt. Sch. Dist., Burgettstown, Pa., since 1951.
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- Mitman, T. O., A.B.'10, Lafayette Col.; Supvg. Prin. of Area Jt. Sch., Jim Thorpe, Pa., since 1935.
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- Montgomery, W. Walter, B.S.'27, Waynesburg Col.; Ed.M.'38, Univ. of Pittsburgh; Supvg. Prin. of Borough Sch., Waynesburg, Pa., since 1946.
- Moon, Allen R., B.S.'29, Allegheny Col.; Ed.M.'40, Univ. of Pittsburgh; Asst. Supt., Crawford Co. Sch., Meadville, Pa., since 1954.
- Moore, Dale H., B.A.'22, M.A.'23, McGill Univ.; B.D.'25, Congregational Col., Montreal; D.Th.'32, United Theol. Col., Montreal; LL.D.'47, Franklin and Marshall Col.; D.Sc.Ed.'47, Lafayette Col.; Pres., Cedar Crest Col., Allentown, Pa., since 1942.
- Moore, Harry H., B.S.'31, Pa. State Col.; M.Ed.'34, Ed.D.'50, Univ. of Pittsburgh; Supvg. Prin. of Bethel Borough Schs., Library, Pa., since 1953.
- Moore, J. Layton, A.B.'23, Wesleyan Univ.; Supvg. Prin. of Sch., Ridley Park, Pa., since 1927.
- Morgan, Hugh C., A.B.'15, Dickinson Col.; A.M.'20, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Avon Grove Sch., West Grove, Pa., since 1930.
- Morrison, S. F. W., A.B.'18, Lebanon Valley Col.; M.A.'27, Columbia Univ.; Supt. of Sch., Clearfield, Pa., since 1931.
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- Moyer, Linford Franklin, Bus. Mgr. and Secy. of Bd. Sch. Dist., Pottstown, Pa., since 1952.
- Muir, (Mrs.) Josephine Mang, A.B.'29, Pa. Col. for Women; M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin. of Sch., East McKeesport, Pa., since 1949.
- Muirhead, Glen Dixon, B.A.'39, Muskingum Col.; M.Ed.'48, Univ. of Pittsburgh; Supvg. Prin. of Amwell Twp. Sch. Dist., Amity, Pa., since 1953.
- Musmanno, Neal V., B.A.'36, Pa. State Col.; M.Ed.'52, Univ. of Pittsburgh; Prin., Stowe H.S., McKees Rocks, Pa., since 1949.
- Musser, Cleon M., B.S. in Ed.'25, Lebanon Valley Col.; M.A.'33, Washington and Jefferson Col.; M.Ed.'44, Univ. of Pittsburgh; Supt. of Sch., Sharon, Pa., since 1944.
- Mutch, Heber R., A.B.'23, Lebanon Valley Col.; M.Ed.'48, Temple Univ.; Supvg. Prin., Southern Jt. Sch. Dist., Glen Rook, Pa., since 1951.
- Myers, C. Randall, B.S.'40, Pa. State Tchrs. Col., Slippery Rock; M.Ed.'44, Univ. of Pittsburgh; Supvg. Prin. of Indiana Twp. Sch., Pittsburgh, Pa., since 1945.
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- Myers, F. Lee, A.B.'30, Juniata Col.; M.Ed. '38, Pa. State Col.; Supvg. Prin., Freeport Area Joint Sch., Freeport, Pa., since 1947.
- Mylin, Arthur P., Ph.B.'12, Ph.D.'33, Franklin and Marshall Col.; Co. Supt. of Sch., Lancaster, Pa., since 1922.
- Nagle, Arthur J., Ph.B.'25, Muhlenberg Col.; M.A.'35, Columbia Univ.; Asst. Supt. of Sch. in chg. of Sec. Educ., Allentown, Pa., since 1953.
- Neagley, Ross Linn, B.S. in Ed.'29, Pa. State Tchrs. Col., Shippensburg; M.A. '33, Columbia Univ.; Ed.D.'38, Temple Univ.; Prof. of Educ., Temple Univ., Philadelphia, Pa., since 1949.
- Neidig, Joseph S., Ph.B.'24, Muhlenberg Col.; M.A.'28, Univ. of Pa.; Supt. of Quakertown-Tohickon Jt. Sch., Quakertown, Pa., since 1924.
- Nelson, Arnold C., B.S. in Ed.'27, Pa. State Col.; M.S. in Ed.'33, Univ. of Ill.; Dist. Supt. of Sch., Ridgway, Pa., since 1935.
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- Newman, Carl Alvin, D.Ed.'55, Univ. of Pittsburgh; Asst. Supvg. Prin. of Monroeville-Pittcairn Jt. Sch. Dist., Monroeville, Pa., since 1955.
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- Nicely, Robert Francis, Sr., M.Ed.'47, Univ. of Pittsburgh; Asst. Supt. of Sch., Greensburg, Pa., since 1954.
- Nietz, John A., A.B.'14, Ohio Northern Univ.; M.A.'19, Ohio State Univ.; Ph.D.'33, Univ. of Chicago; Prof. of Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1926.
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- Norris, Clarence T., B.A.'37, Pa. State Univ.; M.Ed.'42, Univ. of Pittsburgh; Supt. of West Deer Twp. Sch., Cheswick, Pa., since 1944.
- Nutt, LeRoy A., B.S.'29, Grove City Col.; M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Lakeview Jt. Sch., Stoneboro, Pa., since 1946.
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- Perry, Edgar C., B.S.'23, Pa. State Col.; M.A.'29, Univ. of Pa.; Ed.D.'52, Univ. of Pittsburgh; Supt. of Sch., Indiana, Pa., since 1938.
- Peterson, William O., Bd. of Educ., Greensburg, Pa.
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- Peek, Victor V., Supt., Coal Twp. Sch. Dist., Shamokin, Pa.
- Phillippi, Woodrow L., M.Ed.'53, Univ. of Pittsburgh; Supvg. Prin., United Sch. Dist., New Florence, Pa., since 1956.
- Phillips, Raymond V., A.B.'34, Iowa State Tchrs. Col.; M.Ed.'49, Temple Univ.; Educ. Placement Officer, Temple Univ., Philadelphia, Pa., since 1949.
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- Porter, David H., B.S.'31, Pa. State Univ.; M.Ed.'56, Temple Univ.; Asst. Supt. of Sch., Harrisburg, Pa., since 1954.
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- Pregler, Hedwig O., Ph.D.'46, Univ. of Pittsburgh; Prin. of Colfax Elem. Sch., Pittsburgh; Pa., since 1947.
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- Prettyman, Milman E., B.S.'26, Univ. of Del.; M.S.'35, Univ. of Pa.; Supvg. Prin. of Kennett Consol. Sch., Kennett Square, Pa., since 1952.
- Price, Charles Edward, B.A.'36, Susquehanna Univ.; M.A.'43, Bucknell Univ.; Supvg. Prin. of Boro Sch., Hamburg, Pa., since 1949.
- Prutzman, Stuart E., B.A.'23, Pa. State Col.; M.A.'29, Columbia Univ.; Supt., Carbon Co. Sch., Jim Thorpe, Pa.
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- Ramage, Oleta, A.B.'30, M.A.'32, Univ. of Calif., Berkeley; Supvg. Prin., Concord Twp. Sch., Glen Mills, Pa., since 1954.
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# PENNSYLVANIA

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- Ranck, A. Norman, A.B.'27, Franklin and Marshall Col.; M.Ed.'37, Temple Univ.; Supvg. Prin., Manor Twp. and Millersville Borough Sch., Millersville, Pa., since 1943.
- Rank, Allen W., A.B.'21, Princeton Univ.; M.A.'33, Columbia Univ.; Supvg. Prin. of Sch., Wyomissing, Pa., since 1948.
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- Reardon, Lawrence S., B.S.'31, Univ. of Pittsburgh; M.S.'35, Duquesne Univ.; Supt. of Sch., Braddock, Pa., since 1954.
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- Reiter, M. R., A.B.'27, Muhlenberg Col.; M.S.'39, Univ. of Pa.; Supt. of Sch., Morrisville, Pa., since 1940.
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- Replogle, George Brown, B.A.'15, Juniata Col.; M.Ed.'42, Pa. State Univ.; Supvg. Prin., Morrison Cove Sch., Martinsburg, Pa., since 1954.
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- Rhodes, Harry K., B.S.'39, Pa. State Tchrs. Col., Edinboro; Supvg. Prin., Lawrence Park Sch. Dist., Erie, Pa., since 1933.
- Rice, Ralph Samuel, B.Sc.'25, M.Sc.'30, D.Ed.'35, Pa. State Col.; Supvg. Prin. of North Hills Jt. Schs., West View, Pittsburgh, Pa., since 1948.
- Rickenbach, Mary E., B.S.'26, M.A.'31, Tchrs. Col., Columbia Univ.; Dean of Women, State Tchrs. Col., Kutztown, Pa., since 1938.
- Riegle, H. Edgar, A.B.'31, Gettysburg Col.; M.E.'50, Pa. State Col.; Supt. of Adams Co. Sch., Gettysburg, Pa., since 1954.
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- Rishell, Max F., B.S.'34, Thiel Col.; Ed.M.'41, Univ. of Pittsburgh; Asst. Supt. of Co. Sch., Mercer, Pa., since 1956.
- Roberts, Henry E., B.S.'29, Pa. State Col.; Ed.M.'39, Univ. of Pittsburgh; Supvg. Prin., Scott Twp. Sch., Allegheny Co., Carnegie, Pa., since 1946.
- Roberts, Joseph B., B.S. in Ed.'48, Pa. State Tchrs. Col., California; M.Ed.'51, Univ. of Pittsburgh; Supvr., Jt. Elem. Sch., Newtown, Pa., since 1954.
- Roberts, Stephen W., A.B.'27, Broadus Univ.; B.S.'32, Bucknell Univ.; M.A.'35, N. Y. Univ.; Headmaster, Perkiomen Sch., Pennsburg, Pa., since 1951.
- Robinson, Richard Leonard, M.Litt.'46, Univ. of Pittsburgh; Supvg. Prin. of Borough Sch. Dist., Trafford, Pa., since 1954.
- Rockey, H. S., Supvg. Prin. of Sch., Brookville, Pa.
- Roddy, Joseph Stockton, Jr., B.S.'32, M.S.'34, Univ. of Pa.; Supvg. Prin. of Sch., Narberth, Pa., since 1951.
- Rodemoyer, William Edward, B.S. in Ed.'34, Geneva Col.; M.Ed.'48, Ed.D.'55, Univ. of Pittsburgh; Asst. Supt., Co. Sch., Butler, Pa., since 1955.
- Roeder, J. N., A.B.'17, Franklin and Marshall Col.; A.M.'23, Tchrs. Col., Columbia Univ.; Ph.D.'33, N. Y. Univ.; Supt. of Sch., Palmerton, Pa., since 1926.
- Rogers, R. C., M.A.'29, N. Y. Univ.; Supvg. Prin., Shaler Twp. Sch., Glenshaw, Pa., since 1931.
- Rohrbach, Quincy A. W., A.B.'22, Franklin and Marshall Col.; A.M.'24, Ph.D.'25, Univ. of Pa.; LL.D.'34, Univ. of Pittsburgh; Pres., State Tchrs. Col., Kutztown, Pa., since 1934.
- Rohrbach, Walter A., B.S.'36, Pa. State Tchrs. Col., Kutztown; M.Ed.'42, Pa. State Univ.; Asst. Supvg. Prin. and Dir. of Sec. Educ., Tulpehocken Jt. Sch. System, Bernville, Pa., since 1949.
- Rometo, Albert R., B.A.'33, Washington and Jefferson Col.; M.E.'42, Univ. of Pittsburgh; Supvg. Prin., East Deer-Frazier Union Sch., Creighton, Pa., since 1949.
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- Rosenkrance, Robert A., A.B.'27, Wheaton Col.; M.A.'40, Tchrs. Col., Columbia Univ.; Dir. of Sec. Educ., Pennridge Jt. Sch. Dist., Perkase, Pa., since 1956.
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- Savage, Edward H., B.S.'33, Pa. State Tchrs. Col., California; M.Ed.'38, Univ. of Pittsburgh; Supvg. Prin. of Twp. Sch. Dist., Uniontown, Pa., since 1937.
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- Saylor, Charles F., B.A.'27, M.A.'31, Univ. of Pittsburgh; Ed.D.'53, Pa. State Univ.; Supt. of Sch., Jeanette, Pa., since 1951.
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- Seylar, (Mrs.) Margaret Melchoir, B.S.'45, Pa. State Tchrs. Col., Kutztown; M.A.'56, Lehigh Univ.; Supvr. Prin., Deep Run Valley Joint Sch., Blooming Glen, Pa., since 1956.
- Shafer, Robert K., B.S.'36, Pa. State Tchrs. Col., Kutztown; M.A.'39, N. Y. Univ.; Supt. of Bensalem Twp. Sch. Dist., Bucks Co., Cornwells Heights, Pa., since 1952.
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- Sharp, (Mrs.) Dorothy K., Sec., Central Sch. Office, Penn-DeCo Joint Sch. System, Green Ridge, Chester, Pa., since 1952.
- Sheely, W. Edward, A.B.'28, Franklin and Marshall Col.; M.Ed.'45, Pa. State Col.; Supt. of Sch., Hanover, Pa., since 1950.
- Shenk, Frederick Rentchler, B.Arch.'23, Univ. of Pa.; Archt., Muhlenberg Bros., Wyomissing, Pa., since 1930.
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- Singleton, J. Robert, B.S. in Ec.'38, Franklin and Marshall Col.; M.Ed.'49, Temple Univ.; Supvg. Prin., Shanksville-Stony-creek Joint Sch., Shanksville, Pa., since 1955.
- Sister Mary Annunciata, R.S.M., Ph.D.'42, Univ. of Notre Dame; Dean, College Misericordia, Dallas, Pa., since 1946.
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- Smaltz, Harold A., B.Sc.'28, Susquehanna Univ.; Supvg. Prin., Hughestown Boro Sch., Pittston, Pa., since 1947.
- Smith, Charles C., A.B.'12, Lebanon Valley Col.; A.M.'19, Columbia Univ.; Supt. of Sch., Bridgeport, Pa., since 1932.
- Smith, Dale M., M.Ed.'50, Pa. State Univ.; Supvg. Prin., Sadsbury, West Brandywine, West Caln Twps. Jt. Sch. Dist., Wagontown, Pa., since 1954.
- Smith, David L., B.S.'43, Pa. State Tchrs. Col., Lock Haven; M.Ed.'46, Univ. of Pittsburgh; Supvg. Prin. of Adams-Summerhill Jt. Sch., Sidman, Pa., since 1947.
- Smith, Floyd Oakley, B.S.'36, M.Ed.'38, Supvg. Prin., Shannock Valley Union Sch. Dist., Rural Valley, Pa., since 1936.
- Smith, H. Edmond, B.S.Ed.'32, Pa. State Tchrs. Col., Bloomsburg; M.S.Ed.'38, Temple Univ.; Assoc. Supt. of Parkland Union Sch. Dist., Orefield, Pa., since 1956.
- Smith, J. Edward, A.B.'27, Geneva Col.; A.M.'30, Ed.D.'42, Univ. of Pittsburgh; Regional Supt. of Central Bucks Co. Joint Sch., Doylestown, Pa.
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- Smith, Lawrence D., A.B.'26, Geneva Col.; M.A.'34, Ph.D.'43, Univ. of Pittsburgh; Supt. of Sch., Beaver Falls, Pa., since 1948.
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- Smith, S. June, B.S.'28, Temple Univ.; M.A.'33, Columbia Univ.; Ed.D.'45, Pa. State Univ.; Supvr. of Special Educ., Co. Sch., Lancaster, Pa., since 1941.
- Smith, Warren Robert, M.Ed.'40, Univ. of Pittsburgh; Supvg. Prin. of Chestnut Ridge Joint Sch. System, Alum Bank, Pa., since 1952.
- Smith, Wayne A., B.S.'47, Southern Oregon Col. of Educ.; M.A.'53, Ed.D.'54, Tchrs. Col., Columbia Univ.; Assoc. Prof., and Dir., Dept. of Early Childhood and Elem. Educ., Temple Univ., Philadelphia, Pa., since 1954.
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- Snyder, H. Austin, B.S. in Ed.'32, Pa. State Tchrs. Col., Mansfield; M.Ed.'35, Pa. State Col.; Supt. of Boro Sch., Sayre, Pa., since 1946.
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- Spancake, Fred Arthur, M.Ed.'48, Pa. State Col.; Supvg. Prin. of Logan Twp. Sch. Dist., Altoona, Pa., since 1947.
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- Spitler, Franklin C., B.A.'34, Pa. State Col.; M.Ed.'38, Temple Univ.; Elem. Supvr., Baldwin Twp. Sch., Whitehall, Pittsburgh, Pa.
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- Storer, Charles Shaffer, B.S.'23, M.Ed.'37, Univ. of Pittsburgh; Assoc. Supvg. Prin., Elizabeth-Forward Jt. Schs., Elizabeth, Pa., since 1952.
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- Sutherland, Lawrence R., B.S.'32, Pa. State Tchrs. Col., California; M.Ed.'40, Pa. State Col.; Asst. Supt. of Washington Co. Sch., Washington, Pa., since 1944.
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- Thomas, Maurice J., B.A.'25, Univ. of Wash.; M.A.'26, Ed.D.'43, Columbia Univ.; Prof. of Educ. and Dir. of Courses in Educ. Admin., Univ. of Pittsburgh, Pittsburgh, Pa., since 1948.
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- Thompson, Donald C., B.S.'33, Grove City Col.; M.Ed.'39, Pa. State Col.; Supvg. Prin. of Area Sch., Albion, Pa., since 1941.
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- Tracy, Edward, Ph.B.'34, Brown Univ.; M.A.'43, Harvard Univ.; Supt. of Sch., Easton, Pa., since 1953.
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- Truby, Charlotte C., M.A.'28, Univ. of Pittsburgh; Prin., Lemington Elem. Sch., Pittsburgh, Pa., since 1932.
- Trump, Nathan S., C.E.'21, Pa. Military Col.; Maintenance Engr., Twp. Schs., Abington, Pa., since 1938.
- Turnbull, (Mrs.) Margaret Allen, B.S.'45, M.Ed.'47, Univ. of Pittsburgh; Supvg. Prin. of Sch., Fair Oaks, Pa., since 1947.
- Turner, Frederick H., B.S.'38, Pa. State Tchrs. Col., West Chester; A.M.'41, Temple Univ.; Coordinator, Asst. Bus. Mgr. of Twp. Sch. Dist., Abington, Pa., since 1955.
- Tyson, John H., Diploma '12, Pa. State Tchrs. Col., West Chester; B.S. in Ed.'20, M.A.'22, Univ. of Pa.; Supt. of Twp. Sch., Upper Darby, Pa., since 1943.
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- VanDevender, Frank M., B.S.'39, Pa. State Tchrs. Col., Bloomsburg; M.S. in Ed.'50, Bucknell Univ.; Supvr., Area Joint Elem. Sch., Shamokin, Pa., since 1955.
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- Van Orman, Ellis, A.B.'42, Juniata Col.; M.S. in Ed.'51, Univ. of Pa.; Supvg. Prin., Lower Paxton Twp. Sch., Harrisburg, Pa., since 1955.
- Van Sickle, Alford E., B.A.'31, Pa. State Univ.; M.A.'47, N. Y. Univ.; Supvg. Prin., Jefferson Twp. Sch., Lake Ariel, Pa., since 1939.
- Van Slyke, Raymond, B.S.'37, Pa. State Tchrs. Col., Edinboro; Supvg. Prin. of Area Sch., Conneaut Lake, Pa., since 1954.
- Varnum, Paul L., M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin. of East Washington Sch., Washington, Pa., since 1953.
- Veltri, John B., B.S. in Ed.'32, Duquesne Univ.; M.S. in Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Sch., Sharpsburg, Pa., since 1940.
- Waldman, John L., Ed.D.'30, Temple Univ.; Assoc. Supt. of Sch., Philadelphia, Pa., since 1950.
- Ward, Roscoe H., B.S.'21, Grove City Col.; M.A.'29, Univ. of Pittsburgh; Supvg. Prin. of Mt. Penn-Lower Alsace Jt. Sch., Mt. Penn, Reading, Pa., since 1937.
- Wasson, Robert M., B.S.Ed.'40, Pa. State Tchrs. Col., California; M.A.Ed.Adm.'52, Univ. of Pittsburgh; Supvg. Prin., Saltlick and Springfield Twp. Sch., Indian Head, Pa., since 1950.
- Watkins, Thomas W., A.B.'31, Dickinson Col.; A.M.'42, Lehigh Univ.; Supvg. Prin. of Sch., Coopersburg, Pa., since 1937.
- Watson, (Mrs.) Alethea R., B.S.'34, M.A.'36, Univ. of Pa.; Supvg. Prin., S. A. Douglas Sch., Philadelphia, Pa., since 1951.
- Watson, Ercell Ivanhoe, B.A.'47, Del. State Col.; M.A.'48, Howard Univ.; Prin. and Mgr., Pine Forge Inst., Pine Forge, Pa., since 1951.
- Watts, Donald Albert, B.S. in Ed.'37, Pa. State Tchrs. Col., Bloomsburg; M.S. in Ed.'40, Bucknell Univ.; Supvg. Prin., Westmont-Upper Yoder Sch., Johnstown, Pa., since 1954.
- Weader, W. Michael, B.S.Ed.'33, Pa. State Tchrs. Col., Shippensburg; M.S.Ed.'48, Bucknell Univ.; Supvg. Prin., Area Joint Sch., Selinsgrove, Pa., since 1955.
- Weast, Harry P., Ed.D.'53, Univ. of Pittsburgh; Supt. of Sch., Minersville, Pa., since 1953.
- Weaver, Martin E., B.A.'29, M.A. in Ed.'38, Univ. of Pittsburgh; Supvg. Prin. of Snowden Twp. Sch., Library, Pa., since 1944.
- Weaver, W. Donald, B.S.'30, Grove City Col.; M.Ed.'?7, Pa. State Col.; Supt. of Sandy Twp. Sch., DuBois, Pa., since 1942.
- Webber, Deane H., B.A.'26, Pa. State Col.; M.Ed.'36, Ed.D.'44, Temple Univ.; Head, The Jr. Sch., Haverford Sch., Haverford, Pa., since 1944.
- Weikert, Nelson Jacob, B.S.'30, Gettysburg Col.; M.Ed.'50, Pa. State Univ.; Supvg. Prin., Bald Eagle Area Jt. Sch., Wingate, Pa., since 1952.
- Weiss, Emalyn R., A.B.'31, Goucher Col.; M.A.'33, Univ. of Pa.; Co. Supvr. of Special Educ., Reading, Pa., since 1941.
- Weiss, George D., A.B.'26, Albright Col.; M.S.'36, Pa. State Univ.; Dir. of Student Tchng., State Tchrs. Col., Kutztown, Pa., since 1953.
- Welch, Carl F., B.S.'34, Pa. State Tchrs. Col., Edinboro; M.Ed.'41, Univ. of Pittsburgh; Asst. Supt. of Co. Sch., Mercer, Pa., since 1954.
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- Wenger, Henry, M.S.'39, Univ. of Pa.; Supvg. Prin. of Sch., Fredericksburg, Pa., since 1932.
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- Westover, Henry Tudor, B.S.'42, M.Ed.'43, Ed.D.'47, Univ. of Mo.; Dean of Men, Head, Dept. of Educ., Albright Col., Reading, Pa., since 1955.
- Wetter, Allen H., B.S. in Ed.'21, M.S. in Ed.'28, Temple Univ.; Supt. of Sch., Philadelphia, Pa., since 1955.
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- Poats, Ella, B.A.'33, Converse Col.; M.A.'48, Emory Univ.; Coordinator of Instr., City Schs., Spartanburg, S. C., since 1953.
- Poston, Willie C., A.B.'36, Furman Univ.; Supt. of Co. Schs., Florence, S. C., since 1947.
- Pursley, Leon H., B.S.'28, Clemson Agrl. Col.; Supt., Cleveland H. S., Madison, S. C., since 1954.
- Quarles, Henry C., Asst. Dir., S. C. Sch. Bk. Commn., Columbia, S. C., since 1942.
- Randel, Jesse Morgan, Jr., B.S.'42, Newberry Col.; M.Ed.'51, Univ. of S. C.; Prin. of H. S., Beaufort, S. C., since 1955.
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- Rice, Frank H., A.B.'51, Wofford Col.; Prin. of Elem. Schs., Fairforest, S. C., since 1953.
- Robison, J. D., A.B.'13, Erskine Col.; Dir., S. C. Sch. Bk. Commn., Columbia, S. C., since 1938.
- Rogers, George Calvin, B.S.'10, LL.D.'55, The Citadel; M.A.'28, Columbia Univ.; Admin. Dir., Coastal Carolina Jr. Col., Conway, S. C., since 1955.
- Rogers, John Ellsworth, B.S.'22, The Citadel; M.A.'31, Columbia Univ.; Area Supt. of Schs., Kingstree, S. C., since 1955.
- Rutland, Abram Jamelle, A.B.'24, Newberry Col.; M.Ed.'42, Univ. of S. C.; Supt. of Co. Schs., Aiken, S. C., since 1946.
- Sandlin, Hiram Walter, A.B.'34, Col. of Charleston (S. C.); M.A.'41, Duke Univ.; Prin., Hanna Sr. H. S., Anderson, S. C., since 1951.

## SOUTH CAROLINA

- Savage, William Woodrow, A.B.'37, Col. of William and Mary; M.A.'46, Ph.D.'55, Univ. of Chicago; Dean, Sch. of Educ., Univ. of S. C., Columbia, S. C., since 1956.
- Schroder, Robert D., Supt. of Sch. Dist. 23, Yonges Island, S. C.
- Silcox, Willard A., B.S.'33, Col. of Charleston; Dir. of Athletics, Col. of Charleston, Charleston, S. C., since 1939.
- Smart, Alonzo Ervin, B.S.'38, Appalachian State Tchrs. Col. (N. C.); Area Supt. of Schs., Wallace, S. C., since 1951.
- Smith, Ellison M., B.A.'23, M.A.'26, Univ. of S. C.; Ph.D.'34, George Peabody Col. for Tchrs.; Admin. Supt., Co. Sch. Dist. 60, Abbeville, S. C., since 1952.
- Smith, Patrick Chesley, B.S.'36, Univ. of S. C.; Asst. Dir., State Educ. Finance Commn., Columbia, S. C., since 1951.
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- Sneed, Henry L., Jr., A.B.'36, Erskine Col.; M.A.'43, Univ. of S. C.; Supt., Chester City Area Schs., Chester, S. C., since 1952.
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- Anderson, Spencer H., A.B.'31, Wayne State Col.; M.A.'49, Univ. of S. Dak.; Supt. of Sch., Brandt, S. Dak., since 1954.
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- Berger, Harry S., B.S. in Ed.'19, Northeast Mo. State Tchrs. Col.; M.A. in Ed.'29, Univ. of Mo.; Supt. of Schs., Deadwood, S. Dak., since 1928.
- Douglas, E. L., B.S.'38, Eastern Ky. State Col.; M.E.'50, Univ. of S. Dak.; Supt. of Schs., Lennox, S. Dak., since 1950.
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Marquette, Harvey E., B.S.'26, S. Dak. State Col. of A. and M. Arts; M.A.'33, Univ. of Minn.; Supt. of Sch., Milbank, S. Dak., since 1946.

Mikkelsen, E. C., B.A.'28, Yankton Col.; M.A.'36, Univ. of S. Dak.; Supt. of Sch., Spearfish, S. Dak., since 1945.

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Reynolds, Merton L., B.S.'27, S. Dak. State Col. of Agri. and Applied Arts; M.A.'40, Univ. of Minn.; Supt. of Sch., Pierre, S. Dak., since 1948.

Schetman, Lewis Reed, B.A.'32, Augustana Col.; M.Ed.'48, Univ. of S. Dak.; Supt. of Independent Sch. Dist. 1, Brandon, S. Dak., since 1952.

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Skarda, Edward W., B.S.'35, Univ. of Minn.; M.A.'40, Univ. of S. Dak.; Supt. of Sch., Sioux Falls, S. Dak., since 1950.

Slocum, James F., B.A.'30, Yankton Col.; M.A.'41, Univ. of S. Dak.; Supt. of Sch., Huron, S. Dak., since 1950.

Sonstegard, Ansel P., M.A.'43, Univ. of S. Dak.; Supt. of Sch., Redfield, S. Dak., since 1950.

Sorensen, Martin Alonzo, M.Ed.'47, Univ. of S. Dak.; Supt. of Pub. Sch., Webster, S. Dak., since 1954.

Stevens, Paul C., A.B.'26, M.A.'36, Univ. of Denver; Supt. of Sch., Rapid City, S. Dak., since 1954.

Thompson, Floyd, B.A.'40, Huron Col.; M.E.'48, Univ. of S. Dak.; Supt. of Sch., Madison, S. Dak., since 1952.

Uecker, Lloyd T., B.A.'26, M.A.'37, Univ. of S. Dak.; Supt. of Sch., Mitchell, S. Dak., since 1947.

Vanden Berge, H. O., B.A.'31, Yankton Col.; M.E.'47, Univ. of S. Dak.; Supt. of Sch., Vermillion, S. Dak., since 1947.

White, C. E., M.A.'40, Univ. of S. Dak.; Supt. of Sch., Canton, S. Dak., since 1948.

Witter, Sanford C., B.A.'47, Carroll Col. (Wis.); M.Ed.'52, Marquette Univ.; Supt. of Indep. Sch. Dist., Lead, S. Dak., since 1956.

## TENNESSEE

Akard, James Craft, B.A.'38, Emory and Henry Col.; Supt. of Sullivan Co. Sch., Blountville, Tenn., since 1948.

Alexander, Philip Wade, Ph.D.'39, George Peabody Col. for Tchrs.; Academic Dean, East Tenn. State Col., Johnson City, Tenn., since 1946.

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Baker, Roy N., B.S.'34, Memphis State Col.; M.A.'44, George Peabody Col. for Tchrs.; Pres., Bethel Col. and the Cumberland Presbyterian Theol. Sem., McKenzie, Tenn., since 1944.

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Barksdale, James A., M.A.'36, Univ. of Colo.; Ed.D.'54, Univ. of Tenn.; Dean, Tenn. Polytech. Inst., Cookeville, Tenn., since 1955.

Barnes, George H., B.S.'28, Univ. of Ill.; M.A.'52, Memphis State Col.; Supt. of Shelby Co. Sch., Memphis, Tenn., since 1951.

Bass, F. E., Exec. Secy., Tenn. Educ. Assn., Nashville, Tenn., since 1950.

Bass, W. A., B.A.'28, Univ. of Tenn.; M.A.'28, Univ. of Chicago; Supt. of Sch., Nashville, Tenn., since 1938.

- Brown, Grand F., A.B.'94, State of Tennessee, A.M.'96, Columbia Univ.; Pres., M. S., Chattanooga, Tenn.
- Bruck, Charles R., B.A.'74, Knoxville Coll.; M.A.'76, State of Tenn.; Supt. of Sch., Manchester, Tenn., since 1906.
- Bruck R. R., B.S.'76, Union Univ. (Tenn.); Supt. of Cleveland Co. Sch., Athens, Tenn., since 1906.
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- Cay, Otto L., B.S.'76, Memphis Ex. State Coll.; Supt. of Carroll Co. Sch., Murfreesboro, Tenn., since 1904.
- Cochran, E. Earl, B.S. in Ed.'76, Southeastern Ex. State Coll.; M.A.'76, Ph.D.'76, George Peabody Coll. for Teachers; Chem., Dept. of Educ., Admin. and Supv., Memphis State Coll., Memphis, Tenn., since 1903.
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- Dawson, Bungle E., A.B.'72, State of Tenn.; M.A.'74, Harvard Univ.; L.L.D.'75, East Tenn. State Coll.; Pres., East Tenn. State Coll., Johnson City, Tenn., since 1905.
- Davis, Willard F., B.S.'74, M.S.'74, State of Tenn.; Supt. of Knox Co. Sch., Knoxville, Tenn., since 1904.
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- Dingle, Willard E., B.S.'71, M.A.'76, George Peabody Coll. for Teachers; B.S.D.'76, Tenn. Coll. of Education; Visiting Prof., Elem. Educ., George Peabody Coll. for Teachers, Nashville, Tenn., since 1905.
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- Graham, Paul Wadley, B.S.'71, Miss. State Coll.; M.A.'71, B.S.D.'71, State of Miss.; Head, Dept. of Educ. and Psych., Dalton Univ., Jackson, Tenn., since 1903.
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- Parker, Henry W. B.S.'06, Middle Tenn. State Coll.; M.A.'06, Georgia Institute Coll. for Tulane; Dir. of Co. Sch., Middle Tenn. State Coll., Nashville, Tenn., since 1906.
- Pickett, E. Maudie. Coordinator, Dir. of Sch. Econ., South Tennessee and General Serv., State High of Edin., Nashville, Tenn., since 1906.
- Robinson, Marston L. B.A. and B.S.'06, Butler Coll. (Tenn.); M.A. in Ed. '06, '08, Georgia Institute Coll. for Tulane; High, of City Sch., Chattanooga, Tenn., since 1906.
- Rollins, Arthur. Chas. B.S.'07, B.S.A.'08, Cumberland Univ.; Ph.D.'08, Washington Univ.; Pres., South Tennessee Coll., Nashville, Tenn., since 1906.
- Roy, Charles Reed, Jr. B.S.'06, A.M.'08, Georgia Institute Coll. for Tulane; High, of Sch., Jackson, Tenn., since 1906.
- Rice, William E. B.S.'06, Knoxville Coll.; M.S.'06, Ed.D.'08, Univ. of Tenn.; Super. Econ., Tenn. Sch. of Econ., Nashville, Tenn., since 1906.
- Schaeffer, Ralph E. B.S.'07, Western Carolina Tulane Coll. (W. C.); M.A.'08, Georgia Institute Coll. for Tulane; Super. of City Sch., Charlotte, Tenn., since 1907.
- Schlesinger, Glen E. B.S.'06, M.S.'06, Univ. of Tenn.; Ph.D.'08, Georgia Institute Coll. for Tulane; Asst. in the Econ. and Admin. in Sch. Admin., Georgia Institute Coll. for Tulane, Nashville, Tenn., since 1906.
- Schuman, E. W. B.S.'08, Southwestern at Memphis; M.A.'08, Georgia Institute Coll. for Tulane; Dean, Memphis State Coll., Memphis, Tenn., since 1906.
- Seasholtz, William C. B.S.'06, Williams Coll.; M.A.'08, Georgia Institute Coll. for Tulane; Super., Williams Coll., Williams College, Tenn., since 1907.
- Shultz, Maurice Philip. B.S.'06, Willough Coll.; M.S.'08, Univ. of Tenn.; Pres. and Gen. Mgr., Alvey C. York Appt. Tenn. State Board of Edin., Jonesboro, Tenn., since 1907.
- Shree, Joel. B.S. in Ed.'06, Univ. of Tenn.; M.A.'06, Georgia Institute Coll. for Tulane; Super. of Union Co. Sch., Union City, Tenn., since 1907.
- Shumaker, W. E. M.S.'07, Univ. of Tenn.; Dir., Div. of Registration, State High of Edin., Nashville, Tenn., since 1907.
- Smith, J. Willard. B.S.'08, Memphis State Coll.; M.A.'08, Georgia Institute Coll. for Tulane; Pres., Memphis State Coll., Memphis, Tenn., since 1906.
- Smith, Charles William. M.A.'07, Georgia Institute Coll. for Tulane; Pres. of Middle Tenn. State Coll., Nashville, Tenn., since 1906.
- Smith, E. S. B.A.'08, B.S.D.'08, Southwestern; M.A.'08, Georgia Institute Coll. for Tulane; Tennessee Supervisor, Georgia Institute Coll. for Tulane, Nashville, Tenn., since 1907.
- Southern, Thomas H. B.S.'06, Union Univ.; M.A.'08, Georgia Institute Coll. for Tulane; High, of Sch., Atlanta, Tenn., since 1907.
- Swick, Dora F. M.S.'08, Ohio Univ.; High, of City Sch., Kingsport, Tenn., since 1906.

## TENNESSEE

- Thomas, Ervin H., M.A.'40, George Peabody Col. for Tchrs.; Supt. of City Sch., Shelbyville, Tenn., since 1946.
- Turner, William Edward, A.B.'24, M.S.'31, Univ. of Tenn.; Coordinator, Div. of Instr., State Dept. of Educ., Nashville, Tenn., since 1955.
- Turpen, Henry Herbert, B.S.'38, Middle Tenn. State Col.; M.A.'49, George Peabody Col. for Tchrs.; Asst. Supt. of Sch. in chg. of Finance, Nashville, Tenn., since 1951.
- Upperman, Harry Lee, A.B.'22, M.A.'28, Syracuse Univ.; D.D.'29, Simpson Col.; Pres., Baxter Sem., Baxter, Tenn., since 1923.
- Van Loon, Thomas J., A.B., Syracuse Univ.; B.D., Yale Univ.; Dir. of Church and Pub. Sch. Relations, Bd. of Educ., The Methodist Church, Nashville, Tenn., since 1954.
- Walters, Thomas W., B.A.'34, Walla Walla Col.; M. Ed. Adm.'51, Ed.D.'55, Stanford Univ.; Pres., Southern Missionary Col., Collegedale, Tenn., since 1955.
- Waters, George Hugh, B.A.'33, Vanderbilt Univ.; M.A.'40, George Peabody Col. for Tchrs.; General Supvr. of Sec. Educ., Pub. Sch., Nashville, Tenn., since 1944.
- Wheeler, Arville, A.B.'26, Centre Col.; M.A.'35, Univ. of Chicago; Ph.D.'39, Cornell Univ.; Prof. of Educ., George Peabody Col. for Tchrs., Nashville, Tenn., since 1947.
- Wicke, Myron F., A.B.'30, Baldwin-Wallace Col.; A.M.'34, Ph.D.'41, Western Reserve Univ.; Secy., Dept. of Higher Educ., Methodist Bd. of Educ., Nashville, Tenn., since 1949.
- Williams, Malcolm Demosthenes, B.S.'38, Hampton Inst.; M.A.'44, Ed.D.'51, Tchrs. Col., Columbia Univ.; Prof. of Educ. and Supvr. of Grad. Elem. Educ., Tenn. A. & I. State Univ., Nashville, Tenn., since 1955.
- Williams, Margaret, B.A.'31, Southwestern at Memphis; M.A.'44, George Peabody Col. for Tchrs.; Dir. of Personnel and Research, City Sch., Memphis, Tenn., since 1948.
- Windrow, J. E., M.A.'25, Ph.D.'37, George Peabody Col. for Tchrs.; Dir. of Pub. Serv., George Peabody Col. for Tchrs., Nashville, Tenn., since 1947.

### INSTITUTIONAL MEMBERS

- Charles C. Sherrod Library, East Tenn. State Col., Johnson City, Tenn.
- Library, George Peabody Col. for Tchrs., Nashville, Tenn.
- Library, Middle Tenn. State Col., Murfreesboro, Tenn.

## TEXAS

- Aaron, Sadie, Ed.D.'47, Stanford Univ.; Dir., Dept. of Psychological Serv., Indep. Sch. Dist., Houston, Texas, since 1929.
- Abshier, Clyde, B.S.'31, Sam Houston State Tchrs. Col.; M.A.'36, Univ. of Mo.; Supt. of Indep. Sch. Dist., Deer Park, Texas, since 1940.
- Akridge, R. W., B.A.'36, M.A.'40, Southwest Texas State Tchrs. Col.; Supt., East and Mt. Houston Indep. Sch. Dist., Houston, Texas, since 1954.
- Allen, Bill N., M.A.'50, North Texas State Col.; Supt. of Schs., Canton, Texas, since 1955.

- Allen, Clifford D., B.S.'49, M.S.'49, North Texas State Col.; Supt. of Indep. Sch. Dist., Haskell, Texas, since 1953.
- Allenson, Frank W., M.A.'39, Southwest Texas State Tchrs. Col.; Supt. of Sch., Brenham, Texas, since 1942.
- Alves, Henry Fred, B.A.'27, Southwest Texas State Tchrs. Col.; M.A.'28, Univ. of Texas; Prof. of Educ. Admin., Univ. of Texas, Austin, Texas, since 1950.
- Alvis, James C., B.S.'31, Southwestern State Tchrs. Col. (Okla.); M.S.'43, North Texas State Col.; Supt. of Rural H. S. Dist., Bandera, Texas, since 1945.
- Anderson, A. M., M.A.'47, East Texas State Tchrs. Col.; Commerce; Supt., Judson Grove Schs., Longview, Texas, since 1949.
- Anderson, J. A., M.A.'32, Univ. of Colo.; Supt. of Schs., Lufkin, Texas.
- Anderson, S. M., Supt., Petronila Indep. Sch. Dist., Robstown, Texas.
- Andrews, Gunby Houston, M.A.'29, Univ. of Texas; Supt. of Schs., High Island, Texas, since 1950.
- Andrews, Wallace C., B.S.'42, Univ. of Texas; Supt. of Schs., Gregory, Texas, since 1944.
- Appleby, David Kent, B.A.'34, Howard-Payne Col.; M.A.'49, Baylor Univ.; Supt. of Schs., Clifton, Texas, since 1942.
- Arlidge, (Mrs.) Ruby W., B.A.'37, M.A.'42, Southwest Texas State Tchrs. Col.; Supt. of H. S., Buckholts, Texas, since 1947.
- Arnaud, E. E., B.A.'35, M.A.'42, St. Mary's Univ. of San Antonio; Supt., Edgewood Sch. Dist., San Antonio, Texas, since 1948.
- Arnold, Raymond W., B.S.'26, M.S.'32, Texas A. & M. Col.; Dir. of Instr., Indep. Sch. Dist., San Antonio, Texas, since 1955.
- Ashburn, G. L., B.S.'10, Baylor Univ.; Prin., Woodrow Wilson H. S., Dallas, Texas, since 1927.
- Ashworth, Robert Ralph, B.A.'34, East Texas State Tchrs. Col.; M.A.'39, Southern Methodist Univ.; Supt. of Indep. Sch. Dist., Corsicana, Texas, since 1956.
- Awalt, A. B., B.S.'28, Univ. of Texas; Supt. of Indep. Sch. Dist., Frankston, Texas.
- Bailev, Gordon Arthur, B.S.'40, M.S.'46, Univ. of Texas; Prin., Allan Jr. H. S., Austin, Texas, since 1953.
- Brines, Alberta, 5022 Madalyn, Houston, Texas.
- Baker, Harry C., M.A.'30, Univ. of Texas; Supt. of Schs., Tabasco Community Indep. Sch. Dist., La Joya, Texas, since 1948.
- Baker, James H., M.A.'40, Southwest Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., La Porte, Texas, since 1946.
- Baker, Oscar J., M.Ed.'39, Univ. of Texas; Supt. of Schs., Dickinson, Texas, since 1946.
- Ballew, Harvey C., M.S.'39, North Texas State Col., Denton; Supt. of Indep. Sch. Dist., Lampasas, Texas, since 1949.
- Banks, Buford C., B.A.'30, Southwestern Univ.; M.A.'48, Texas Col. of Arts and Indus.; Supt. of Schs., Robstown, Texas, since 1947.
- Barber, William G., B.S.'45, M.A.'49, East Texas State Tchrs. Col.; Supt. of Schs., Liberty, Texas, since 1954.
- Barnes, J. C., B.A.'36, Southwestern Univ. (Texas); M.A.'40, Univ. of Texas; Supt. of Schs., Georgetown, Texas, since 1948.



- Barnes, John W., B.S.'47, East Texas State Tchrs. Col.; M.A.'48, Sam Houston State Tchrs. Col.; Supt. of Indep. Sch. Dist., Booker, Texas, since 1953.
- Barrett, W. T., M.Ed.'47, Univ. of Texas; Supt. of Schs., Odessa, Texas, since 1952.
- Barron, John F., B.A.'31, Southwest Texas State Tchrs. Col.; M.A.'39, Texas Col. of Arts and Indus.; Supt. of Schs., San Benito, Texas, since 1954.
- Barron, William Edward, B.A.'38, Univ. of Dubuque; M.S.'46, Drake Univ.; Dir., Office of Sch. Surveys and Studies, Univ. of Texas, Austin, Texas, since 1956.
- Barrow, Melvin B., M.Ed.'53, Univ. of Houston; Supt. of Indep. Sch. Dist., Brazoria, Texas, since 1954.
- Barry, James Gordon, B.A.'27, Baylor Univ.; M.A.'36, Univ. of Texas; Supt. of Schs., Hondo, Texas, 1928-42 and since 1950.
- Bean, Frank C., M.A.'43, East Texas State Tchrs. Col.; Supt. of Schs., Omaha, Texas, since 1950.
- Beard, John L., Univ. of Texas, '48; Supt. of Schs., Irving, Texas, 1949-'56.
- Beard, Roy J., Pres., Star Engraving Co., Houston, Texas.
- Beard, Roy Jack, B.S.'49, Univ. of Houston; Dir., Office and Production, Pub. Relations Div., Star Engraving Co., Houston, Texas, since 1953.
- Beene, Woodie E., B.S.'38, North Texas State Col.; M.Ed.'50, West Texas State Col.; Supt. of Indep. Sch. Dist., Canadian, Texas, since 1955.
- Bennett, J. Weldon, M.E.'51, Texas Tech. Col.; Supt., Frenship Rural H. S. Dist., Wolfforth, Texas, since 1955.
- Betts, Floyd G., B.A.'26, Southwestern Univ.; M.A.'26, Southern Methodist Univ.; Pres., Port Arthur Col., Port Arthur, Texas, since 1950.
- Betts, J. D., B.S.'30, East Texas State Tchrs. Col., Commerce; M.S.'40, A. & M. Col. of Texas; Dist. Supt. of Schs., Glade-water, Texas, since 1949.
- Betts, Wilson T., B.M.'20, Col. of Chaumont (France); B.S.'23, M.A.'25, Southwestern Univ.; Supt. of Indep. Sch. Dist., Alvarado, Texas, since 1951.
- Biggers, Earl, Supt., Shelby Co. Schs., Center, Texas.
- Billingsley, Herman Franklin, M.Ed.'42, Univ. of Texas; Supt. of Indep. Sch. Dist., Brookeland, Texas, since 1939.
- Bird, Arthur Otis, B.S.'30, M.A.'42, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Schs., Gonzales, Texas, since 1936.
- Bishop, John L., B.A.'23, Baylor Univ.; M.A.'35, Univ. of Colo.; Dir. of Instr., Pub. Schs., San Angelo, Texas, since 1953.
- Black, Ernest Howard, B.A.'19, Univ. of Okla.; M.A.'29, Columbia Univ.; Ed.D.'47, Univ. of Houston; Supt. of Schs., La Marque, Texas, since 1944.
- Blackburn, Clifford S., B.S.Ed.'25, Univ. of Ark.; M.A.'30, Univ. of Ill.; Ph.D.'51, George Peabody Col. for Tchrs.; Prof. of Sch. Admin., North Texas State Col., Denton, Texas, since 1956.
- Blankenship, William Clayton, B.S.'23, North Texas State Col.; M.E.'37, Southern Methodist Univ.; Supt. of Schs., 1928-56, Supt. Emeritus and Prin. Elem. Sch., Big Spring, Texas, since 1956.
- Blaschke, Oscar Theodore, M.A.'40, Univ. of Texas; Supt. of Indep. Sch. Dist., Ingleside, Texas, since 1933.
- Bledsoe, Andrew T., B.A.'39, Sam Houston State Tchrs. Col. (Texas); M.Ed.'48, Univ. of Houston; Supt. of Schs., Sweeny, Texas, since 1949.
- Boone, J. D., B.A.'35, M.A.'40, Univ. of Texas; Supt. of Schs., Yorktown, Texas, since 1956.
- Boone, James L., Sr., B.S. in Rural Ed.'37, A. & M. Col. of Texas; M.S.Ed.'40, Univ. of Houston; Supt. of Schs., Needville, Texas, since 1947.
- Boone, Murray Ellis, B.S.'39, A. & M. Col. of Texas; Supt., Northside Indep. Sch. Dist., San Antonio, Texas, since 1953.
- Bounds, Oscar Edward, B.B.A.'37, Univ. of Texas; M.A.'48, Sam Houston State Tchrs. Col.; Bus. Mgr., Indep. Sch. Dist., Corsicana, Texas, since 1956.
- Bowen, Alton O., B.S.'37, M.Ed.'48, East Texas State Tchrs. Col.; Supt. of Schs., Mexia, Texas, since 1950.
- Boyd, Roy S., B.S.'26, M.S.'38, North Texas State Col., Denton; Supt. of Co. Schs., Lubbock, Texas, since 1943.
- Boynton, Samuel G., B.A.'26, Howard Payne Col.; M.A.'33, Univ. of Texas; Supt. of Schs., San Saba, Texas, since 1950.
- Bracken, W. Earl, B.S.'28, Ursinus Col.; M.S.'37, Temple Univ.; Prin. of West Jr. H. S., Waco, Texas.
- Brandon, (Mrs.) Bertha Mimms, B.A.'39, Baylor Univ.; M.Ed.'48, Univ. of Texas; Coordinator of Elem. Schs., Waco, Texas, since 1947.
- Brasted, F. Kenneth, A.B.'35, Univ. of Fla.; A.M.'38, Tchrs. Col., Columbia Univ.; Ph.D.'53, N. Y. Univ.; Pres., Univ. of Dallas, Dallas, Texas, since 1955.
- Breazeale, Albert H., B.A.'31, North Texas State Tchrs. Col., Denton; M.A.'36, Univ. of Texas; Asst. Supt., East and Mount Houston Sch. Dist., Houston, Texas.
- Brewer, C. F., B.S.'40, Texas Christian Univ.; Supt., White Settlement Sch., Ft. Worth, Texas, since 1932.
- Briesemeister, A. J., M.A.'37, Univ. of Texas; Supt. of Schs., Seguin, Texas, since 1949.
- Brockette, M. L., B.A.'34, Southwestern Univ. (Texas); M.A.'51, Baylor Univ.; Supt. of Schs., Hillsboro, Texas, since 1954.
- Brodhead, E. A., M.A.'40, Southern Methodist Univ.; Supt. of Schs., Sonora, Texas, since 1950.
- Brooks, B. R., B.A.'31, M.A.'41, Univ. of Texas; Supt. of Schs., Texas City, Texas, since 1949.
- Brooks, Ercell W., B.A.'30, West Texas State Col.; M.A.'39, Baylor Univ.; Dir. of Educ. Serv., Indep. Sch. Dist., San Angelo, Texas, since 1949.
- Brown, A. E., B.S.'35, Ed.M.'39, Univ. of Okla.; Supt. of Schs., Wheeler, Texas, since 1952.
- Brown, Lyndon L., B.B.A.'49, Univ. of Texas; Pres., The Brown Sch., Austin, Texas, since 1952.
- \*Brown, Mortimer, B.B.A.'25, Univ. of Texas; M.A.'31, Tchrs. Col., Columbia Univ.; Ph.D.'41, Univ. of Texas; Supt. of Schs., El Paso, Texas, since 1951.

# TEXAS

- Brown, Ray D., A.B.'30, Southwestern Univ.; M.A.'39, Southern Methodist Univ.; Supt. of Schs., Greenville, Texas.
- Browning, Thomas A., B.S.'49, East Texas State Tchrs. Col.; Supt., Wood Co. Schs., Quitman, Texas, since 1951.
- Buckley, J. L., B.A.'28, Baylor Univ.; M.A.'37, Univ. of Texas; Supt. of Schs., Lockhart, Texas, since 1945.
- Buffington, C. W., Pres., A. T. Walraven Book Cover Co., 3404 Floyd St., Dallas, Texas.
- Burleson, Sidney Jean, B.A.'36, Howard Payne Col.; M.Ed.'50, Univ. of Texas; Asst. Prin., South Park Jr. H. S., Corpus Christi, Texas, since 1956.
- Burnett, Clinton E., B.A.'25, M.A.'35, Univ. of Texas; Supt. of Schs., Harlingen, Texas.
- Burton, Floyd H., B.S.'30, Sam Houston State Tchrs. Col. (Texas); M.Ed.'38, Univ. of Texas; Ed.D.'48, Univ. of Houston; Supt. of Schs., Humble, Texas, since 1942.
- Bosby, Elden B., A.B.'30, Abilene Christian Col.; M.A.'31, Texas Christian Univ.; Ed.D.'48, Stanford Univ.; Asst. Supt. of Schs., in charge of Genl. Admin., Fort Worth, Texas, since 1946.
- Butler, Ernest C., B.A.'30, Southwest Texas State Tchrs. Col.; M.A.'36, Southern Methodist Univ.; Supt. of Indep. Sch. Dist., Mabank, Texas, since 1954.
- Butler, W. H., M.Ed.'50, Stephen F. Austin State Tchrs. Col., Nacogoches; Supt. of Schs., Saratoga, Texas, since 1948.
- Calhoun, Theodore C., B.S.'29, Bishop Col.; M.A.'41, Univ. of Mich.; Prin., Kealing Jr. H. S., Austin, Texas, since 1940.
- Callihan, Champion Martin, B.S.'35, Southwest Texas State Tchrs. Col.; M.A.'48, Sul Ross State Col.; Supt. of Indep. Sch. Dist., Mission, Texas, since 1954.
- Campbell, William B., A.B.'13, Shaw Univ.; A.M.'40, Univ. of Mich.; Prin., Anderson H. S., Austin, Texas.
- Cannon, Allan G., B.S.'50, M.Ed.'51, Southern Methodist Univ.; Asst. Prin., South Oak Cliff H. S., Dallas, Texas, since 1955.
- Cansler, Don J., B.S.'47, Southwest Texas State Tchrs. Col.; M.Ed.'52, Univ. of Houston; Asst. Bus. Mgr., Indep. Sch., Texas City, Texas, since 1954.
- Carmichael, W. R., B.A.'28, M.Ed.'36, Texas A. and M. Col.; Supt. of Schs., Bryan, Texas, since 1949.
- Carnes, Hubert M., M.A.'45, Southwest Texas State Tchrs. Col.; Supt. of Schs., Mineral Wells, Texas, since 1952.
- Carney, Norfleet Lynn, B.A.'10, Southwestern Univ.; B.S.'13, Univ. of Tenn.; M.S.'32, Univ. of Kansas; Field Rep., Office of Educ., U. S. Dept. of Health, Educ. and Welfare, Dallas, Texas, since 1951.
- Carpenter, T. W., B.A.'32, M.A.'47, Texas Christian Univ.; Prin. of H. S., Mineral Wells, Texas, since 1948.
- Carroll, John S., B.A.'30, San Diego Col.; M.A.'32, Univ. of Southern Calif.; Ph.D.'40, Yale Univ.; Address: Great Commonwealth Co., Lubbock, Texas.
- Carruth, Irby B., B.A.'27, West Texas State Tchrs. Col., Canyon; M.A.'32, Univ. of Chicago; Supt. of Schs., Austin, Texas, since 1950.
- Carter, O. Dan, A.B.'41, M.A.'48, Baylor Univ.; Supt. of Schs., Navasota, Texas, since 1949.
- Cason, Jack C., Texas Book Distribution Co., Dallas, Texas.
- Cawyer, J. Austin, B.A.'34, Daniel Baker Col.; M.A.'47, Univ. of Texas; Dir. of Special Serv., Indep. Sch. Dist., Orange, Texas, since 1955.
- Chalmers, William Edward, B.A.'22, North Texas State Col.; M.A.'50, Southern Methodist Univ.; Supt., Cooke Co. Schs., Gainesville, Texas, since 1952.
- Chambers, H. H., M.A.'27, Univ. of Texas; Supt. of Schs., Grand Prairie, Texas, since 1950.
- Chandler, C. O., B.A.'34, Sam Houston State Tchrs. Col.; M.A.'45, Univ. of Houston; Supt. of Schs., Victoria, Texas, since 1955.
- Chapman, Gerald B., M.A.'47, Stephen F. Austin Tchrs. Col.; Supt. of Schs., Rusk, Texas, since 1943.
- Chapman, Robert L., B.S.'37, Stephen F. Austin State Col.; Supt. of Schs., Hemp-hill, Texas, since 1951.
- Cherry, John H., B.S.'34, Southwest Texas State Tchrs. Col., San Marcos; M.E., Univ. of Houston; Supt. of Schs., Bay City, Texas, since 1944.
- Cherry, Ralph Walter, A.B.'30, Maryville Col. (Tenn.); M.A.'38, Univ. of Ky.; Ed.D.'42, Tchrs. Col., Columbia Univ.; Prof. of Educ. Admin. and Dir. of Office of Sch. Surveys and Studies, Univ. of Texas, Austin, Texas, 1954-56.
- Cherry, William O., B.S.'32, West Texas State Col.; M.Ed.'43, Texas Tech. Col.; Supt. of Schs., Lorenzo, Texas, since 1949.
- Chilton, Carl Sloan, B.A.'20, Univ. of Mo.; M.A.'32, Univ. of Texas; Supt. of Schs., Port Lavaca, Texas, since 1943.
- Cleveland, Ernest D., B.A.'23, Baylor Univ.; M.A.'40, Southern Methodist Univ.; Supt. of Schs., Palestine, Texas, since 1950.
- Clifton, Leldon, M.A.'47, Hardin-Simmons Univ.; Supt. of Sheffield Indep. Sch. Dist., Iraan, Texas, since 1951.
- Cochran, J. Chester, B.S.'29, Sul Ross State Tchrs. Col. (Texas); M.A.'31, Ed.D.'50, Univ. of Texas; Prof. of Educ. and Field Representative, Univ. of Houston, Houston, Texas, since 1943.
- Codwell, John E., B.S.'27, Howard Univ.; M.A.'38, Ph.D.'48, Univ. of Mich.; Prin., Phyllis Wheatley Sr. H. S., Houston, Texas, since 1945.
- Coers, Walter C., M.A.'33, George Peabody Col. for Tchrs.; Supt. of Schs., Los Fresnos, Texas, since 1950.
- Colvert, C. C., B.S.E.'29, M.S.'30, Univ. of Ark.; Ph.D.'37, George Peabody Col. for Tchrs.; Chmn., Dept. of Educ. Admin. and Prof. and Consultant in Jr. Col. of Educ., Univ. of Texas, Austin, Texas, since 1944.
- Combs, M. Browning, B.S.'33, Southwest Texas State Tchrs. Col.; M.A.'40, Univ. of Texas; Asst. Supt. of Schs., Grand Prairie, Texas, since 1952.
- Cook, Charles Foster, B.A.'30, Howard Payne Col.; M.A.'48, Hardin-Simmons Univ.; Supt. of Schs., Hamlin, Texas, since 1955.
- Cook, Huey H., Jr., B.B.A.'49, M.Ed.'52, West Texas State Col.; Asst. Prin., Jr. H. S., Galena Park, Texas, since 1956.



- Cooksey, H. B., Prin., Jr. H. S., Longview, Texas.
- Cooley, Floyd Estes, M.A.'36, Univ. of Texas; Supt. of Schs., Maud, Texas, since 1928.
- Cooper, Forrest Walter, B.S.'24, Texas A. and M. Col.; Asst. Supt. of Schs., Yaleta, Texas, since 1943.
- Copass, Benjamin A., B.A.'26, Baylor Univ.; M.A.'37, Texas Christian Univ.; Supt. of Schs., Nacogdoches, Texas, since 1947.
- Covin, Fred, M.S.'46, East Texas State Tchrs. Col.; Supt. of Schs., Pittsburg, Texas, since 1946.
- Cox, James R., B.S.'35, M.S.'49, North Texas State Tchrs. Col.; Supt. of Schs., Panhandle, Texas, since 1951.
- Cox, W. C., B.S.'29, East Texas State Tchrs. Col.; M.E.'35, Southern Methodist Univ.; Supt. of Schs., Munday, Texas, since 1946.
- Cryer, Curtis A., B.A.'26, M.A.'27, Univ. of Okla.; Supt. of Sch. and Pres., Frank Phillips Col., Borger, Texas, 1942-53 (retired). Address: 1616 Lawson Lane, Amarillo, Texas.
- Culpepper, Sam B., B.A.'27, Howard Payne Col.; M.A.'37, Baylor Univ.; Dir. of Field Serv., Texas State Tchrs. Assn., Austin, Texas, since 1950.
- Culwell, John W., M.S.'39, North Texas State Col.; Supt. of Schs., Breckenridge, Texas, since 1953.
- Cunningham, Fred J., B.S.'48, Okla. City Univ.; M.Ed.'52, Texas Tech. Col.; Supt. of Schs., Hereford, Texas, since 1955.
- Cunningham, Noah, B.S.'37, M.E.'51, Texas Tech. Col.; Supt., Tulooso-Midway Indep. Sch. Dist., Corpus Christi, Texas, since 1956.
- Cunningham, Orville Weldon, Master's '54, Midwestern Univ.; Supt. of Schs., Samnorwood, Texas, since 1946.
- Cunningham, Walter C., B.A.'35, M.A.'39, Texas Tech. Col.; Supt. of Indep. Sch. Dist., Galena Park, Texas, since 1952.
- Curlee, J. R., B.S.'35, Texas Col. of Arts and Indus.; M.Ed.'41, Univ. of Colo.; Supt. of Schs., Sour Lake, Texas, since 1948.
- Dalton, C. J., B.S.'43, Hardin-Simmons Univ.; Supt. Fisher Co. Schs., Roby, Texas, since 1935.
- Davis, Byron, M.A.'36, Univ. of Colo.; Supt. of Schs., Sherman, Texas, since 1953.
- Davis, William Wilson, B.A.'32, Baylor Univ.; M.S.'47, North Texas State Col.; Supt. of Schs., Whitesboro, Texas, since 1956.
- Davison, Floyd A., B.S.'33, M.S.'40, A. and M. Col. of Texas; Supt., Fort Sam Houston Schs., San Antonio, Texas, since 1952.
- DeLay, John K., M.A.'33, Univ. of Wis.; Supt. of Indep. Sch. Dist., Lewisville, Texas, since 1942.
- Denham, Wiley Troy, B.S.'50, Kansas State Tchrs. Col., Pittsburg; M.A.'55, McMurry Col.; Supt. of Schs., Lueders, Texas, since 1951.
- Dennard, E. N., A.B.'27, Lon Morris Col.; B.A.'29, Trinity Univ.; M.A.'37, Southern Methodist Univ.; Supt. of Schs., Waco, Texas, since 1950.
- Denny, Gilbert Everett, B.A.'42, Trinity Univ.; M.Ed.'51, Texas-Christian Univ.; Supt. of Indep. Sch. Dist., Honey Grove, Texas, since 1956.
- Dillard, Frank O., A.B.'27, Oglethorpe Univ.; M.A.'29, Emory Univ.; Supt. of Indep. Sch. Dist., Madisonville, Texas, since 1936.
- Dillehay, Claude H., A.B.'16, Baylor Univ.; M.A.'17, Brown Univ.; Supt. of Schs., Bonham, Texas, since 1949.
- Dinsmore, B. M., M.A.'29, Southern Methodist Univ.; Supt., Wichita Co. Schs., Wichita Falls, Texas, since 1944.
- Dodson, P. J., B.A.'23, Baylor Univ.; M.A.'25, Univ. of Texas; Supt. of Schs., Bastrop, Texas, since 1921.
- Dollar, Milford Franklin, B.S.'40, Stephen F. Austin State Col.; M.Ed.'44, Southwestern Baptist Theol. Sem.; M.A.'24, Miss. Southern Col.; Supt. of Indep. Sch. Dist., Pattison, Texas, since 1953.
- Donner, Arvin N., B.S.'27, M.A.'28, Ph.D.'27, State Univ. of Iowa; Dean, Col. of Educ., Univ. of Houston, Houston, Texas, since 1945.
- Dorsett, Ray Alfred, M.S.'33, East Texas Baptist Col.; Supt. of Indep. Sch. Dist., Thorndale, Texas, since 1954.
- \*Dorsey, Julius, M.A.'19, George Peabody Col. for Tchrs. Address: 3315 Wamona Dr., Dallas, Texas.
- Douglas, Erwin Dale, M.S.'48, North Texas State Col.; Asst. Prin., Woodrow Wilson H. S., Dallas, Texas, since 1955.
- Douglas, N. L., B.S.'47, Howard Payne Col.; Supt. of Schs., Hale Center, Texas, since 1947.
- Douglas, Omer R., M.S.'49, North Texas State Col.; Supt. of Schs., Brownfield, Texas, since 1949.
- Downing, Avery R., B.S.'37, North Texas State Col.; M.S.'47, East Texas State Col.; Asst. Supt. of Schs., Waco, Texas, since 1951.
- Downing, Carlton B., B.S.'29, North Texas State Col.; M.A.'47, Hardin-Simmons Univ.; Asst. Supt. of Indep. Sch. Dist., Midland, Texas, since 1953.
- Duran, John, B.S.'35, Stephen F. Austin State Col.; M.Ed.'39, Univ. of Texas; Supt. of Schs., Joinerville, Texas, since 1951.
- Dusek, Clifton O., B.S.'41, Univ. of Texas; M.E.'47, Univ. of Houston; Supt. of Indep. Sch. Dist., Crosby, Texas, since 1947.
- Echols, Wilburn O., B.S. in Bus. Adm. '40, Southern Methodist Univ.; M.S. in Ed.'47, East Texas State Tchrs. Col.; Supt. of Schs., Olney, Texas, since 1952.
- Edgar, James Winfred, B.A.'28, Howard Payne Col.; M.A.'38, Ed.D.'48, Univ. of Texas; State Commr. of Educ., Texas Educ. Agency, Austin, Texas, since 1950.
- Eilers, William, Jr., B.S.'37, M.Ed.'41, Univ. of Texas; Prin., Thomas A. Edison Jr. H. S., San Angelo, Texas, since 1949.
- Elkins, Clark, A.B.'35, Western Mich. Col. of Educ.; M.A.'38, Univ. of Mich.; Educ. Consultant, Southwest Region, Jam Handy Organization, Dallas, Texas, since 1952.
- Ellis, Paul Roscoe, Asst. Supt. of Schs., in chg. of Business, Sherman, Texas, since 1952.
- Ellison, C. E., M.Ed.'39, Univ. of Texas; Supt. of Schs., Killeen, Texas, since 1953.
- Elsik, H. J., B.S.'42, Univ. of Texas; M.S.'52, Univ. of Houston; Supt., Aldine Indep. Sch. Dist., Houston, Texas, since 1954.

# TEXAS

- England, Byron, B.A.'28, Hardin-Simmons Univ.; M.A.'36, Univ. of Texas; Asst. Supt. of Schs., El Paso, Texas, since 1943.
- Ericson, Alvin A., B.A.'38, Southwestern Univ.; M.A.'51, East Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., Aransas Pass, Texas, since 1953.
- Evans, Leslie P., B.A.'32, Howard Payne Col.; M.A.'40, Ph.D.'48, Univ. of Texas; Prof. of Educ., Texas Christian Univ., Fort Worth, Texas, since 1948.
- Everitt, William James, B.A.'32, St. Mary's Univ. of San Antonio; M.Ed.'41, Univ. of Texas; Supt. of Schs., Pleasanton, Texas, since 1942.
- Ezell, Alton Ray, B.S.'39, East Texas State Tchrs. Col.; M.Ed.'53, Southwest Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., Lyford, Texas, since 1953.
- Ezzell, Bert, B.S.'35, Abilene Christian Col.; M.E.'39, Texas Tech. Col.; Supt. of Schs., Matador, Texas, since 1946.
- Fagg, R. C., B.S.'32, North Texas State Tchrs. Col.; M.A.'34, Southern Methodist Univ.; Supt., White Oak Pub. Schs., Longview, Texas, since 1949.
- Farquhar, Floyd Emmett, D.Ed.'42, Univ. of Texas; Chmn., Dept. of Educ., Texas Western Col. of the Univ. of Texas, El Paso, Texas, since 1942.
- Faseler, Walter L., B.A.'34, Southwest Texas State Tchrs. Col.; M.A.'46, Univ. of Texas; Coordinator of Sec. Educ., Indep. Sch. Dist., Pasadena, Texas.
- Ferguson, Garland Perry, B.S.'42, M.E.'48, Southwest Texas State Tchrs. Col.; Supt., Union Grove Sch. Dist. 42, Gladewater, Texas, since 1954.
- Ferguson, W.A., B.S.'38, Stephen F. Austin State Col.; M.A.'49, Baylor Univ.; Supt. of Indep. Sch. Dist., Winnboro, Texas, since 1950.
- Fisher, Mack, B.S.'33, Southwest Texas State Tchrs. Col.; M.Ed.'39, Univ. of Texas; Supt. of Schs., Merkel, Texas, since 1949.
- Fite, George K., M.S.'50, East Texas State Tchrs. Col.; Supt. of Schs., Lindale, Texas, since 1952.
- Fletcher, Deane D., M.A.'39, West Texas State Tchrs. Col.; Supt. of Schs., Eagle Lake, Texas, since 1950.
- \*Fletcher, Glenn, M.Ed.'37, Univ. of Texas; Admin. Asst. to the Supt. of Schs., Houston, Texas, since 1954.
- Fly, Murry H., B.S.'15, East Texas Normal Sch.; B.A.'21, M.A.'29, Univ. of Texas; Pres., Odessa Col., Odessa, Texas, since 1946.
- Foreman, Mary Adeline, B.S.'37, M.A.'49, West Texas State Col.; Supt., Hall Co. Schs., Memphis, Texas, since 1943.
- Fort, Ben, B.S.'50, East Texas State Tchrs. Col.; Supt., Bowie Co. Schs., Boston, Texas, since 1950.
- Fortescue, Z. T., M.A.'27, Univ. of N. C.; Supt. of Schs., Port Arthur, Texas, since 1944.
- Foster, Inez, M.A.'28, Tchrs. Col., Columbia Univ.; Asst. Supt. of Schs., Elem. Div., San Antonio, Texas, since 1947.
- Fox, Louis W., C.E.'15, Univ. of Texas; M.A.'50, St. Mary's Univ. of San Antonio; Dir. of Voc. Educ., Indep. Sch. Dist., San Antonio, Texas, since 1930.
- Fuller, O. V., M.Ed.'51, Texas Technological Col.; Supt., Ropes Indep. Sch. Dist., Ropesville, Texas, since 1948.
- Galbreath, Moody H., B.A.'36, Southwestern Univ.; M.A.'43, Southwest Texas State Col.; Supt. of Schs., Girard, Texas, since 1950.
- Galyean, Elmo L., B.S.'36, North Texas State Col.; M.Ed.'43, Southern Methodist Univ.; Dir. of Research and Records, Texas State Tchrs. Assn., Austin, Texas, since 1950.
- Gardner, J. F., Sch. Supvr., Waxahachie, Texas, since 1956.
- Garland, Clarence James, A.B.'27, M.A.'37, Univ. of Texas; Pres., Texas Southmost Col., Brownsville, Texas, since 1953.
- Garlin, R. E., B.A.'20, M.A.'21, Ph.D.'27, Univ. of Texas; Prof. of Educ., Texas Tech. Col., Lubbock, Texas, since 1927.
- Garrison, Harry L., B.S.'49, M.A.'49, Sul Ross State Col.; Prin. of Hopkins Sch., Pampa, Texas, since 1954.
- Gary, Enos G., B.A.'07, M.A.'24, Univ. of Texas; Prin., Breckenridge H. S., San Antonio, Texas, since 1928.
- Gay, E. A., B.A.'30, Southwestern Univ.; M.A.'39, Southwest Texas State Tchrs. Col.; Supt. of Schs., George West, Texas, since 1947.
- Gentry, George H., B.A.'26, Baylor Univ.; M.A.'33, Univ. of Texas; Dist. Supt. of Schs. and Pres., Lee Jr. Col., Baytown, Texas, since 1946.
- Gentry, W. J., B.S.'33, M.A.'48, Sam Houston State Tchrs. Col.; Supt., Indept. Sch. Dist., Elkhart, Texas, since 1948.
- Gerron, J. F., M.A.'41, North Texas State Tchrs. Col.; Supt. of Schs., Archer City, Texas, since 1941.
- Gibson, Jack F., M.A.'39, Texas Christian Univ.; Supt. of Indep. Sch. Dist., Sulphur Springs, Texas, since 1949.
- Gibson, Joe A., B.A.'24, Hardin-Simmons Univ.; M.A.'41, Texas Tech. Col.; Supt. of Schs., Canyon, Texas, since 1952.
- Giddens, John Marley, B.A.'35, M.Ed.'50, Southwestern Univ.; Supt. of Indep. Sch. Dist., Columbus, Texas, since 1946.
- Gifford, Chester Thomas, B.A.'31, Stephen F. Austin State Tchrs. Col.; M.A.'45, Sam Houston State Tchrs. Col.; Ed.D.'53, Univ. of Houston; Supt. of Indep. Sch. Dist., Raymondville, Texas, since 1951.
- Gilbert, Chandler Amos, M.Ed.'51, Texas Christian Univ.; Supt. of Indep. Sch. Dist., Gordon, Texas, since 1953.
- Gilbert, Lloyd E., B.A.'35, M.A.'40, East Texas State Tchrs. Col.; Supt. of Sch., Dayton, Texas, since 1945.
- Goodgion, H. W., B.S.'40, Daniel Baker Col.; M.A.'49, Hardin-Simmons Univ.; Supt. of Schs., Denison, Texas, since 1956.
- Goodwin, B. C., M.Ed.'47, Texas Christian Univ.; Supt. of Schs., Robert Lee, Texas, since 1948.
- Gourley, Charles E., B.S.'34, Northwestern State Col.; M.A.'51, Phillips Univ.; Supt. of Schs., Higgins, Texas, since 1948.
- Graham, Leon R., B.A., North Texas State Col.; M.A., Southern Methodist Univ.; Dir. of Sch. Admin., Texas Educ. Agency, Austin, Texas, since 1951.
- Graves, C. Grady, Supt. of Schs., Crowell, Texas.



- Graves, I. T., M.Ed.'32, Univ. of Okla.; Supt. of Schs., Floydada, Texas, since 1944.
- Gray, Hob, B.A.'18, Daniel Baker Col.; M.A.'25, Tchrs. Col., Columbia Univ.; Ph.D.'30, Univ. of Texas; LL.D.'48, Southwestern Univ.; Assoc. Prof. of Sec. Educ., since 1933, and Dir., Tchrs. Placement Serv., Univ. of Texas, Austin, Texas, since 1946.
- Gray, J. D., B.S.'38, Sam Houston State Tchrs. Col. (Texas); M.A.'46, Colo. State Col. of Educ.; Supt. of Schs., Pearland, Texas, since 1947.
- Green, Raymond K., B.A.'34, Daniel Baker Col.; M.A.'40, Texas Tech. Col.; Supt. of Schs., Post, Texas, since 1955.
- Greene, Pat H., M.A.'32, Univ. of Texas; Supt., Aransas Co. Indep. Sch. Dist., Rockport, Texas, since 1953.
- Gregory, C. O., M.A.'52, West Texas State Col.; Supt. of Indep. Sch. Dist., Sudan, Texas, since 1953.
- Griffin, L. H., M.S.'43, Texas A. and M. Col.; Supt. of Schs., Hooks, Texas, since 1950.
- Griggs, Joseph R., B.A.'32, M.A.'39, Texas Tech. Col.; Ed.D.'43, Univ. of Texas; Dir., Demonstration Sch., Sam Houston State Tchrs. Col., and Supt. of Sch., Huntsville, Texas, since 1945.
- Grisham, Noel, B.A.'44, Abilene Christian Col.; M.A.'48, East Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., Hutto, Texas, since 1953.
- Guinn, John A., B.A. and M.A.'29, Ph.D.'39, Univ. of Texas; Pres., Texas State Col. for Women, Denton, Texas, since 1950.
- Hackney, V. H., B.A.'31, M.A.'49, Southern Methodist Univ.; Supt. of Schs., Marshall, Texas, since 1949.
- Hagler, J. W., M.S.'47, East Texas State Tchrs. Col.; Supt., Gregg Co. Schs., Longview, Texas, since 1951.
- Hall, Roy M., A.B.'37, Piedmont Col.; M. Ed.'47, Emory Univ.; Ed.D.'51, Syracuse Univ.; Dir., Southwest CPEA, Univ. of Texas, Austin, Texas, since 1955.
- Hamilton, John Woodrow, B.A.'36, Okla. City Univ.; M.Ed.'42, Univ. of Okla.; Supt. of Schs., Seymour, Texas, since 1945.
- Hancock, Thomas Sial, B.S.'40, Sam Houston State Tchrs. Col.; M.Ed.'48, Univ. of Houston; Supt., Cypress-Fairbanks Schs., Cypress, Texas, since 1955.
- Hancock, W. E., B.A.'27, Univ. of Texas; Supt. of Schs., Quanah, Texas, since 1945.
- Hanes, William Travis, B.S.'33, East Texas State Tchrs. Col.; M.A.'38, Texas Tech. Col.; Supt. of Indep. Sch. Dist., Irving, Texas, since 1956.
- Hanks, J. M., B.S.'32, Southwest Texas State Tchrs. Col.; M.A.'51, Sul Ross State Col.; Supt. of Schs., Ysleta, Texas, since 1929.
- Harbin, Tilghman A., B.B.A.'35, M.A.'35, Texas Col. of Arts and Industries; Supt. of Indep. Sch. Dist., Mathis, Texas, since 1951.
- Harbour, Brunie F., B.A.'27, North Texas State Col.; M.A.'34, Univ. of Texas; Supt. of Indep. Sch. Dist., Rogers, Texas, since 1955.
- Hare, J. Malvin, B.S.'37, M.E.'50, A. and M. Col. of Texas; Supt. of Schs., Caldwell, Texas, since 1946.
- Harmon, Charles C., M.Ed.'53, Univ. of Texas; Supt. of Indep. Sch. Dist., Vega, Texas, since 1955.
- \*Harmon, Darell Boyd, A.B.'25, M.A.'26, Colo. Col.; Ph.D.'30, N. Y. Univ.; Educ. Consultant, Austin, Texas.
- Harris, Robert E., B.S.'23, A. & M. Col. of Texas; M.A.'50, Southwest Texas State Tchrs. Col.; Supt., Caldwell Co. Schs., Lockhart, Texas, since 1935.
- Harvin, Edwin L., B.A.'21, Baylor Univ.; M.A.'26, Univ. of Texas; Pres., Del Mar Col., Corpus Christi, Texas, since 1946.
- Haskew, Laurence D., B.Ph.'26, Emory Univ.; M.A.'34, Univ. of Chicago; Ph.D.'41, Univ. of Ga.; Dean, Col. of Educ., since 1947, and Vicepres., Univ. of Texas, Austin, Texas, since 1954.
- Hawkes, S. T., B.S. Sec.Ed.'42, Texas Col. of A. & I.; M.Ed.'52, Texas Christian Univ.; Supt., Consol. Indep. Sch. Dist., Crosbyton, Texas, since 1955.
- Hayes, Bascom B., M.A.'35, Univ. of Mo.; Dir., Admin. Serv., Texas Educ. Agency, Austin, Texas.
- Hearn, Claude A., Jr., B.B.A.'49, M.A.'50, Southwest Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., Randolph Field, Texas, since 1950.
- Hedrick, Marion Waller, B.S.'47, M.A.'51, Hardin-Simmons Univ.; Supt. of Indep. Sch. Dist., Roscoe, Texas, since 1955.
- Hedrick, Wyatt C., Archt. and Engineer, 904 Fort Worth Ave., Dallas, Texas.
- Henderson, Paul G., B.S.'31, M.S.'48, East Texas State Tchrs. Col.; Supt. of Schs., Princeton, Texas, since 1944.
- Hendricks, Jake J., B.A.'24, North Texas State Tchrs. Col.; M.A.'29, Univ. of Texas; Educ. Rep., The Macmillan Co., Denton, Texas, since 1949.
- Hensarling, Paul, Asst. Supt., Aldine Indep. Sch. Dist., Houston, Texas.
- Hensley, R. G., B.S.'35, M.A.'40, Stephen F. Austin State Col.; Supt., Spring Hill H. S., Longview, Texas, since 1945.
- Hereford, Carl S., B.A.'32, Southwestern Univ.; M.A.'42, Univ. of Texas; Supt. of Schs., Mexia, Texas, 1946-56 (retired). Address: 907 South Ross Avenue, Mexia, Texas.
- Herndon, Franklin C., B.A.'24, Southwest Texas State Tchrs. Col.; M.A.'38, Colo. State Col. of Educ.; Supt., Lamar Sch. Dist., Rosenberg, Texas, since 1934.
- Hill, J. Davis, M.A.'38, West Texas State Tchrs. Col.; Supt. of Schs., Galveston, Texas, since 1946.
- Hinson, Y. L., B.A.'27, Univ. of Texas; M.A.'40, Stephen F. Austin State Tchrs. Col.; Prin., Dowling Jr. H. S., Beaumont, Texas, since 1946.
- Hitt, Harold H., Ed.D.'53, North Texas State Col.; Supt. of Schs., Midland, Texas, since 1955.
- Hitt, Mart N., Jr., B.S.'36, M.S.'42, East Texas State Tchrs. Col.; Supt., Wilmer-Hutchins Indep. Sch. Dist., Hutchins, Texas, since 1937.
- Hodges, Richard Lee, B.S.'33, East Texas State Tchrs. Col.; M.A.'41, Texas Christian Univ.; Supt., Rosen Hgts. Indep. Sch. Dist., Fort Worth, Texas, since 1950.
- Holladay, Joe T., B.S.'35, M.S.'48, North Texas State Col.; Supt. of Schs., Forsan, Texas, since 1950.



# TEXAS

- Holmes, C. D., B.S.'35, Abilene Christian Col.; M.E.'48, Texas Tech. Col.; Supt. of Industrial Schs., Vanderbilt, Texas, since 1952.
- Holmes, L. A., M.A.'45, Baylor Univ.; Supt. of Schs., Belton, Texas, until 1956.
- Horn, Thomas D., Ph.D.'47, State Univ. of Iowa; Assoc. Prof., Dept. of Curriculum and Instr., Sutton Hall, Univ. of Texas, Austin, Texas.
- Horton, Ben Harrison, B.S.'39, A. and M. Col. of Texas; M.A.'47, Texas Christian Univ.; Asst. Supt. of White Settlement Schs., Ft. Worth, Texas, since 1949.
- Hough, Don L., B.S.'36, Stephen F. Austin State Col.; M.A.'51, Univ. of Colo.; Supt. of Schs., Silsbee, Texas, since 1953.
- Howard, Dale Elmo, B.A.'35, Howard Payne Col.; B.S.'41, Daniel Baker Col.; M.A.'43, Univ. of Texas; Supt. of Indep. Sch. Dist., Texarkana, Texas, since 1955.
- Hubert, Frank W. R., B.A.'38, M.A.'46, Ph.D.'50, Univ. of Texas; Supt. of Indep. Sch. Dist., Orange, Texas, since 1955.
- Huckaby, James G., B.A.'34, Univ. of Texas; M.A.'49, Sul Ross State Col.; Supt. of Indep. Sch. Dist., Fort Stockton, Texas, since 1953.
- Hudson, William Luther, M.A.'49, East Texas State Tchrs. Col.; Supt. of Schs., Electra, Texas, since 1954.
- Hudspeth, Ben H., M.A.'41, George Peabody Col. for Tchrs.; Supt. of Schs., Atlanta, Texas, since 1945.
- Huffman, R. L., B.S.'31, M.S.'38, East Texas State Tchrs. Col.; Supt. of Schs., Mansfield, Texas, since 1944.
- Huffstutler, Ernest V., B.S.'40, Daniel Baker Col.; M.A.'50, Texas Christian Univ.; Supt. of Schs., Belton, Texas, since 1956.
- Humphrey, Joe C., B.A.'30, Southwestern Univ. (Texas); M.A.'31, Southern Methodist Univ.; Ed.D.'52, George Peabody Col. for Tchrs.; Academic Dean, McMurry Col., Abilene, Texas, since 1955.
- Humphrey, Joe R., B.A.'25, Trinity Univ.; M.A.'31, Ed.D.'38, Columbia Univ.; Chief, School Plant Section, Texas Educ. Agency, Austin, Texas, since 1950.
- Hunter, Fred W., M.A.'37, Austin Col.; Supt. of Schs., Beaumont, Texas, since 1951.
- Hutchinson, Joe C., M.A.'38, Texas Tech. Col.; Supt. of Schs., San Marcos, Texas, since 1953.
- Irvin, William Buel, A.B.'21, Simmons Col.; M.A.'27, Simmons Univ.; Ed.D.'39, Univ. of Texas; Supt. of Sch., Highland Park, Texas, 1944-54 (retired). Address: 3243 Bryn Mawr Drive, Dallas, Texas.
- Ivv, John M., M.Ed.'50, West Texas State Col.; Supt. of Indep. Sch. Dist., Texline, Texas, since 1950.
- Jackson, Eugene, Bus. Mgr., Pub. Schs., Galveston, Texas.
- Jackson, Frank M., B.A.'28, Southwestern Univ.; Supt., Tom Green Co. Schs., San Angelo, Texas, since 1939.
- Jackson, Henry, B.A.'48, Wiley Col.; M.A.'53, Denver Univ.; Supt., St. Paul-Shiloh Sch. Dist., Oakwood, Texas, since 1954.
- Jacobs, Jerry, B.A.'48, M.A.'51, West Texas State Col.; Supt. of Indep. Sch. Dist., Lefors, Texas, since 1956.
- Jahnke, Henry A., B.A.'36, Univ. of Houston; M.A.'41, Ed.D.'51, Colo. State Col. of Educ.; Dir. of Res. and Pupil Accounting, Indep. Sch. Dist., Houston, Texas, since 1955.
- James, Dalton L., M.E.'51, Texas Tech. Col.; Supt. of Schs., New Deal, Texas, since 1953.
- James, J. I., B.S. in Engr.'29, St. Edward's Univ.; M.S.'51, Texas Col. of A. and I.; Supt. of Schs., Eagle Pass, Texas, since 1953.
- Jennings, Morris S., B.B.A.'31, M.B.A.'38, Univ. of Texas; Supt. of Sch., South San Antonio, Texas, since 1943.
- Johns, William E., M.S.'49, East Texas State Col.; Supt. of Schs., Redwater, Texas, since 1926.
- Johnson, Lee, B.A.'24, Simmons Univ.; M.S.'38, Univ. of Southern Calif.; Supt. of Sch., Phillips, Texas, since 1946.
- Johnson, Leroy W., B.S.'24, North Texas State Tchrs. Col.; M.A.'29, Univ. of Colo.; Supt. of Schs., Stamford, Texas, since 1928.
- Johnson, R. H., B.S.'29, Sam Houston State Tchrs. Col. (Texas); Supt., Anderson Co. Schs., Palestine, Texas, since 1943.
- Johnson, T. H., A.B.'23, Baylor Univ.; M.A.'35, Univ. of Texas; Supt. of Schs., Taylor, Texas, since 1947.
- Jolly, Ruth Parker, B.S.'40, M.S. in Ed.'54, Texas Tech. Col.; Supt., Lynn Co. Schs., Tahoka, Texas, since 1955.
- Jones, J. T., M.A.'40, Texas Christian Univ.; B.S.'33, North Texas State Col., Denton; Supt. of Schs., Goldthwaite, Texas, since 1952.
- Jones, J. W., B.A.'30, West Texas State Tchrs. Col.; M.A.'39, Texas Tech. Col.; Supt., Sligo Indep. Sch. Dist., Denver City, Texas, since 1940.
- Jones, M. E., B.S., North Texas State Col.; M.A.'40, Univ. of N. Mex.; Supt. of Schs., Hearne, Texas, since 1948.
- Jordan, W. L., M.A.'37, Baylor Univ.; Supt. of Schs., Crockett, Texas, since 1939.
- Justiss, Thomas S., M.A.'37, Univ. of Texas; Supt. of Schs., Paris, Texas, since 1946.
- Kaderli, Fred, B.A.'24, Southwest Texas State Tchrs. Col.; M.A.'28, Univ. of Texas; Supt., Pharr-San Juan-Alamo Indep. Sch. Dist., Pharr, Texas, since 1953.
- Kavanaugh, Allen, B.A.'35, East Texas State Tchrs. Col.; M.A.'41, West Texas State Tchrs. Col.; Supt. of Schs., New London, Texas, since 1949.
- Kay, Woodrow Dale, B.S.'41, Daniel Baker Col.; M.Ed.'50, Texas Tech. Col.; Supt., Sanford Indep. Sch. Dist., Pritch, Texas, since 1953.
- Keevert, Clarence E., B.S.'36, M.A.'49, Southwest Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., Rockwall, Texas, since 1955.
- Kelso, Charles Marvin, B.S.'37, M.Ed.'39, Univ. of Texas; Ed.D.'55, Univ. of Houston; Supt. of Indep. Sch. Dist., Angleton, Texas, since 1950.
- Kennedy, Gerald Dwight, B.A.'34, Trinity Univ.; M.A.'47, North Texas State Tchrs. Col.; Supt. of Indep. Sch., Plains, Texas, since 1951.
- Kenney, James Bond, B.S.'34, Texas Col. of Arts & Indus.; M.Ed.'53, Univ. of Texas; Supt. of Schs., Poteet, Texas, since 1955.



- Key, Billy, B.A.'38, M.A.'42, Texas Tech. Col.; Supt. of Schs., Sundown, Texas, since 1946.
- Kinard, J. Neill, Walraven Bk. Cover Co., Dallas, Texas, since 1948.
- Kinard, Knox, B.A.'31, West Texas State Tchrs. Col.; M.A.'41, Univ. of Texas; Supt. of Schs., Pampa, Texas, since 1945.
- King, James D., M.S.'39, Southern Methodist Univ.; Supt. of Sch., Brownwood, Texas, since 1947.
- Kirk, Jerry R., B.A.'47, Southwestern State Col.; M.Ed.'52, West Texas State Col.; Supt. of Schs., Muleshoe, Texas, since 1951.
- Koch, Elizabeth, B.A.'27, M.A.'34, Univ. of Texas; Member, Bd. of Regents, Texas State Tchrs. Col., and Dir., Visual Educ., Indep. Sch. Dist., San Antonio, Texas, since 1955.
- Koonce, Allison L., M.Ed.'48, Univ. of Houston; Asst. Supt. for Instr., Indep. Sch. Dist., Pasadena, Texas, since 1954.
- Kruse, M. F., M.S.'44, North Texas State Col.; Supt. of Schs., West, Texas, since 1946.
- Landolt, C. D., "Cap," B.A.'32, M.A.'35, Austin Col.; Supt., Clear Creek Consol. Indep. Sch. Dist., League City, Texas, since 1953.
- Landrum, C. R., M.A.'48, Southwest Texas State Tchrs. Col.; Supt. of Schs., Cotulla, Texas, since 1948.
- Landrum, H. M., D.Ed.'49, Univ. of Houston; Supt., Spring Branch Indep. Sch. Dist., Houston, Texas, since 1941.
- Lane, Jack, M.A.'39, Southwest Texas State Tchrs. Col.; Supt. of Schs., Poth, Texas, since 1935.
- Langwith, J. E., A.B.'13, Southwestern Univ.; M.A.'29, Southern Methodist Univ.; Supt. of Schs., Terrell, Texas, since 1923.
- Lasater, Ira L., B.S.'38, M.S.'47, North Texas State Tchrs. Col.; Prin., Elem. Sch., Irving, Texas, since 1953.
- Lawson, James Bryan, M.E.'52, Hardin-Simmons Univ.; Supt. of Indep. Sch. Dist., Goree, Texas, since 1950.
- Laycock, Huelyn W., M.A.'49, West Texas State Col.; Supt. of Schs., White Deer, Texas, since 1951.
- Laycock, Kenneth M., B.S.'50, M.Ed.'51, West Texas State Col.; Supt. of Schs., Shamrock, Texas, since 1956.
- Leathers, Frank P., M.A.'51, Sam Houston State Tchrs. Col.; Prin. of H. S., Alvin, Texas, since 1956.
- Lewis, James Lester, M.E.'48, Univ. of Houston; Supt., Fannett Schs., Beaumont, Texas, since 1945.
- Lewis, Paul J., B.S.'36, Southwest Texas State Tchrs. Col.; M.Ed.'49, Texas Univ.; Supt. of Schs., Garwood, Texas, since 1951.
- Lindsey, Charles A., Supt. of Schs., Nocona, Texas, since 1953.
- Liston, Bernard Ernest, A.B.'28, Univ. of Kansas; M.Ed.'53, Univ. of Houston; Bus. Mgr., Indep. Sch. Dist., Bay City, Texas, since 1949.
- Little, Alfred Timothy, B.S.'37, M.S.'46, East Texas State Tchrs. Col.; Ed.D.'55, Univ. of Texas; Supt. of Schs., Borger, Texas, since 1955.
- Lockey, Joseph H., B.S.'32, M.A.'44, Stephen F. Austin State Col.; Supt. of Indep. Sch. Dist., Nederland, Texas, since 1956.
- Long, John A., B.S.'41, M.A.'42, Sam Houston State Tchrs. Col.; Supt. of Schs., Junction, Texas, since 1947.
- Love, Terrell, B.S.'36, M.Ed.'51, Sul Ross State Col.; Supt. of Schs., Orangefield, Texas, since 1952.
- Lowe, J. Ray, M.S.'41, East Texas State Tchrs. Col.; Supt. of Schs., Athens, Texas, since 1946.
- Lowman, Harmon, B.A.'24, Southwest Texas State Tchrs. Col.; M.A.'25, Univ. of Texas; Ph.D.'30, Univ. of Chicago; Pres., Sam Houston State Tchrs. Col., Huntsville, Texas, since 1942.
- Lyon, Robert E., B.S.'36, Southwest Texas State Tchrs. Col.; M.A.'41, Baylor Univ.; Supt., Klein Indep. Sch. Dist., Spring, Texas, since 1953.
- McCollum, Byron Eugene, B.A.'34, M.A.'52, Hardin-Simmons Univ.; Supt. of Indep. Sch. Dist., Port Neches, Texas, since 1955.
- McCollum, Kenneth Dillard, M.A.'38, Southwest Texas State Tchrs. Col.; Supt., Harlandale Indep. Sch. Dist., San Antonio, Texas, since 1942.
- McCollum, T. E., B.A.'28, Hardin-Simmons Univ.; M.A.'40, Texas Tech. Col.; Supt. of Schs., McAllen, Texas, since 1947.
- McCord, Weldon, B.S.'36, East Texas State Col.; Supt. of Schs., New Boston, Texas, since 1949.
- McDaniel, B., M.A.'28, Univ. of Texas; Supt. of Schs., Denison, Texas, 1937-56 (retired). Address: 1115 West Gandy St., Denison, Texas.
- McDonald, Leslie C., B.S.'21, Southwest Texas State Tchrs. Col.; M.A.'30, Ph.D.'34, Univ. of Texas; Dir. of Attendance and Census, Pub. Schs., Houston, Texas, since 1945.
- McDonald, T. H., M.Ed.'37, Univ. of Texas; Supt. of Schs., Mesquite, Texas, since 1950.
- McGuire, Beverly H., B.A.'41, M.A.'44, Univ. of Texas; Supt. of Indep. Sch. Dist., Woodville, Texas, since 1945.
- McIntosh, Jack Boyd, B.S.'37, M.S.'45, East Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., Magnolia, Texas, since 1951.
- McIntyre, Kenneth E., B.A.'40, Hastings Col. (Nebr.); M.A.'43, Ph.D.'48, Univ. of Nebr.; Assoc. Prof. of Educ. Admin., Univ. of Texas, Austin, Texas, since 1952.
- McKamie, L. C., B.S.Ed.'36, Univ. of Texas; M.A.Ed.'49, Baylor Univ.; Supt. of Schs., Gatesville, Texas, since 1948.
- McKenzie, James O., B.S.'36, Sam Houston State Tchrs. Col.; M.Ed.'50, Southwest Texas State Tchrs. Col.; Supt. of Schs., Grapeland, Texas, since 1952.
- McKeown, Fred Warren, M.S.'46, East Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., Blanco, Texas, since 1953.
- McKinney, D. Y., B.S.'34, M.S.'39, East Texas State Tchrs. Col.; Supt. of Schs., Rotan, Texas, since 1950.
- McNeil, Joe B., B.A.'29, North Texas State Tchrs. Col.; M.A.'33, Southern Methodist Univ.; Supt. of Schs., Wichita Falls, Texas, since 1947.



- McPherson, W. B., Jr., M.S.'55, North Texas State Col.; Supt. of Co. Schs., Hamilton, Texas, since 1955.
- Maberry, (Mrs.) Ila, Master's '37, Columbia Univ.; Educ. Consultant, Oil Field Sch., Austin, Texas, since 1945.
- Malish, William, B.A.'43, Southwestern Univ.; Supt. of Schs., Thrall, Texas, since 1946.
- Manison, Thomas Arthur, B.S.'50, M.Ed.'53, Univ. of Houston; Supt. of Indep. Sch. Dist., Friendswood, Texas, since 1956.
- Manry, Floyd David, M.Ed.'51, Univ. of Texas; Supt. of Indep. Sch. Dist., Edna, Texas, since 1956.
- Marcom, O. W., B.A.'36, M.A.'49, Texas Tech. Col.; Supt. of Schs., Levelland, Texas, since 1947.
- Marecek, Peter S., A.B.'32, Howard Payne Col.; Supt. of Sch., Pawnee, Texas, since 1936.
- Martin, Edwin D., A.B.'23, Abilene Christian Col.; M.S.'27, Texas A. & M. Col.; Ed.D.'41, Colo. State Col. of Educ.; Asst. Supt., Sec. Educ., Pub. Schs., Houston, Texas, since 1955.
- Martin, James W., M.S.'42, North Texas State Col.; Supt. of Schs., Arlington, Texas, since 1955.
- Martin, Quintin M., B.A.'26, M.A.'38, Univ. of Texas; Supt. of Indep. Sch. Dist., Carthage, Texas, since 1927.
- Martin, Wesley N., B.S.'39, M.S.'46, North Texas State Col.; Supt., Monahans-Wickett Indep. Sch. Dist., Monahans, Texas, since 1953.
- Martin, Weyman Earl, M.A.'41, Sam Houston State Col.; Supt. of Schs., Kountze, Texas, since 1950.
- Mason, Bryon D., M.A.'36, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; Supt., Leverett's Chapel Indep. Sch. Dist., Overton, Texas, since 1937.
- Mason, J. Marcus, B.S.'40, M.A.'50, Sam Houston State Tchrs. Col. (Texas); Supt. Houston Co. Schs., Crockett, Texas, since 1947.
- Mathews, Charles F., Supt. of Schs., Plainview, Texas, since 1953.
- Mathews, Clarke Aubrey, B.S.'27, Texas A. & M. Col.; M.Ed.'37, Univ. of Texas; Supt., Indep. Sch. Dist., Boling, Texas, since 1956.
- Matthews, Benjamin Albion, B.A.'27, Southwestern Univ.; M.A.'30, Southern Methodist Univ.; Prin., South Oak Cliff H. S., Dallas, Texas.
- Matthews, Don E., B.J.'33, Univ. of Mo.; M.A.'48, North Texas State Col.; Asst. Supt. in chg. of Special Serv., Indep. Sch. Dist., Dallas, Texas, since 1955.
- Matthews, J. C., B.A.'25, North Texas State Col.; M.A.'28, Ph.D.'32, George Peabody Col. for Tchrs.; Pres., North Texas State Col., Denton, Texas, since 1951.
- Mauldin, W. D., B.A.'33, Hardin-Simmons Col.; M.A.'38, Univ. of Texas; Supt. of Schs., Jacksonville, Texas, since 1950.
- Meacham, W. A., M.A.'37, Colo. State Col. of Educ.; Asst. Supt. of Schs., Fort Worth, Texas, since 1931.
- Meyer, A. M., A.B.'20, M.A.'25, Ind. Univ.; Ph.D.'33, George Peabody Col. for Tchrs.; Pres., Amarillo Col., Amarillo, Texas, since 1946.
- Miller, Alfred Tennyson, B.S.'35, Prairie View Col.; M.S.'52, Univ. of Wis.; Prin., Lincoln H. S., Port Arthur, Texas, since 1947.
- Miller, Homer L., B.S.'35, North Texas State Tchrs. Col.; M.Ed.'48, Univ. of Texas; Supt. of Schs., Coahoma, Texas, since 1951.
- Miller, Oscar E., B.A.'32, M.A.'36, Univ. of Texas; Asst. Dist. Supt. in charge of Jr. and Sr. Schs., San Antonio, Texas, since 1947.
- Miller, Vincent W., B.S.'29, Sam Houston State Tchrs. Col. (Texas); M.A.'35, Univ. of Colo.; Supt. of Schs., Pasadena, Texas, since 1945.
- Mills, Hubert Lawrence, Diploma '11, Sam Houston State Tchrs. Col. (Texas); LL.B.'15, Houston Law Sch.; LL.D.'31, Southwestern Univ.; Ph.D.'32, Webster Univ.; Bus. Mgr., Pub. Schs., Houston, Texas, since 1922.
- Mills, L. A., B.S.'36, Texas Wesleyan Col.; M.A.'37, Texas Christian Univ.; Supt. of Indep. Sch. Dist., Midlothian, Texas, since 1931.
- Mills, Robert E., M.A.'43, Sam Houston State Tchrs. Col.; Supt. of Schs., Sabinal, Texas, since 1946.
- Mize, Gilbert, B.A.'32, Sul Ross State Tchrs. Col. (Texas); M.A.'39, Texas Tech. Col.; Supt. of Schs., Perryton, Texas, since 1948.
- Moffett, F. L., B.S.'24, Sam Houston State Tchrs. Col.; M.S.'29, Texas A. and M. Col.; Supt. of Schs., Center, Texas, since 1926.
- Monroe, Frank, B.S.'33, West Texas State Tchrs. Col.; M.A.'41, Colo. State Col. of Educ.; Supt., Highland Park Schs., Dallas, Texas, since 1954.
- Moody, Wayland P., B.A.'23, D.Ed.'42, Univ. of Texas; M.A.'30, Southern Methodist Univ.; Pres., San Antonio Col., and St. Philips' Col., San Antonio, Texas, since 1956.
- Moore, Dave E., M.A.'33, Univ. of Texas; Supt. of Schs., Karnes City, Texas, since 1936.
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- Morrison, E. B., B.S.'36, M.S.'47, Univ. of Texas; Supt. of Indep. Sch. Dist., Cuero, Texas, since 1948.
- Morton, Ohland, A.B.'25, Southeastern Okla. Tchrs. Col.; M.A.'29, Univ. of Okla.; Ph.D.'39, Univ. of Texas; Supt. of Schs., Edinburg, Texas, since 1952.
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- Mossman, Hobart F., M.A.'36, Northwestern Univ.; LL.D.'49, Morningside Col.; Pres., Hockaday Sch., Dallas, Texas, since 1946.
- Murphy, M. D., B.S.'32, Texas Christian Univ.; M.A.'41, Southern Methodist Univ.; Supt. of Schs., Cleburne, Texas, since 1950.
- Neale, D. E., Southern Mgr., Lyons and Carnahan, 501 Elm Street, Dallas, Texas, since 1916.
- \*Nelson, Charles R., B.A.'35, Eastern Wash. Col. of Educ.; M.A.'43, Ed.D.'50, Tchrs. Col., Columbia Univ.; Asst. Supt. of Elem. Schs., Houston, Texas, since 1950.
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- Nesmith, R. A., B.A.'24, Union Col. (Nebr.); Educ. Secy., Southwestern Union Conference of Seventh-day Adventists, Fort Worth, Texas, since 1955.
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- Nutley, Carl C., B.A.'31, Baylor Univ.; M.A.'36, Univ. of Texas; Asst. Prin., South Oak Cliff H. S., Dallas, Texas, since 1954.
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- Odell, Newell H., B.A.'43, Howard-Payne Col.; M.A.'52, Hardin-Simmons Univ.; Supt. of Schs., Childress, Texas, since 1952.
- Ogg, James T., B.S.'37, Stephen F. Austin State Tchrs. Col.; M.Ed.'41, Univ. of Texas; Supt., Pine Tree Schs., Greggton, Texas, since 1946.
- Ogg, Terrell W., B.S.'35, Stephen F. Austin State Tchrs. Col.; M.Ed.'42, Univ. of Texas; Supt., Brazosport Indep. Sch. Dist., Freeport, Texas, since 1946.
- Oliver, Wendell Holmes, B.A.'30, North Texas State Col.; Supt., Van Zandt Co. Schs., Canton, Texas, since 1947.
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- Owen, Harvey E., B.S.'39, M.S.'49, Texas Tech. Col.; Supt., Cooper Rural H. S., Lubbock, Texas, since 1951.
- Owens, C. M., A.A.'33, Lon Morris Col.; B.S.'35, M.A.'39, Sam Houston State Tchrs. Col.; Supt. of Indep. Sch. Dist., Livingston, Texas, since 1951.
- Owens, H. A., M.E.'52, Texas Tech. Col.; Supt. of Indep. Sch. Dist., Morton, Texas.
- Parker, Eugene Hall, B.S.'48, M.S.'49, Okla. A. and M. Col.; Prin., Fowler Elem. Sch., Killeen, Texas, since 1956.
- Parker, Grady P., B.A.'29, North Texas State Col.; M.A.'35, Southern Methodist Univ.; Ed.D.'42, Univ. of Texas; Prof. of Educ. and Head of Dept. of Educ. and Psych., Texas A. and M. Col., College Station, Texas, since 1940.
- Parnell, John F., B.A.'20, Union Univ.; M.A.'35, George Peabody Col. for Tchrs.; Supt. of City Schs., Jasper, Texas, since 1924.
- Parr, Ottis, M.A.'50, Texas Tech. Col.; Supt. of Schs., Shallowater, Texas, since 1954.
- Parrish, J. D., B.S.'37, Univ. of Texas; M.S.'49, East Texas State Tchrs. Col.; Supt., Indep. Sch. Dist., Daingerfield, Texas, since 1952.
- Parsons, Clarence George, B.A.'26, Simmons Univ.; M.A.'39, Univ. of Texas; Supt. of Indep. Schs., Water Valley, Texas, since 1950.
- Parsons, Floyd William, B.A.'35, M.A.'45, Univ. of Texas; Supt. of Indep. Sch. Dist., Big Spring, Texas, since 1956.
- Patterson, John Luther, Supt., Mills Co. Schs., Goldthwaite, Texas, since 1953.
- Paty, Orville Britt, B.S.'39, M.E.'49, Texas Christian Univ.; Supt. of Schs., Hermleigh, Texas, since 1950.
- Pearce, Hailds Robert, B.A.'33, Baylor Univ.; M.A.'52, Southern Methodist Univ.; Supt. of Schs., McKinney, Texas, since 1953.
- Pearce, Joseph Jones, B.A.'32, Baylor Univ.; M.A.'43, Southern Methodist Univ.; Supt. of Schs., Richardson, Texas, since 1946.
- Peay, Austin L., B.A.'35, M.A.'41, Baylor Univ.; Supt., Edcouch-Elsa Indep. Sch. Dist., Edcouch, Texas, since 1951.
- Peebles, Lee, A.B.'27, Texas Christian Univ.; Bus. Mgr., Pub. Schs., Killeen, Texas, since 1953.
- Pena, J. B., M.A.'50, Sul Ross State Col.; Supt., San Felipe Indep. Sch. Dist., Del Rio, Texas.
- Permenter, Roy A., M.A.'47, Univ. of Houston; Asst. Supt. and Bus. Mgr., South Park Indep. Sch. Dist., Beaumont, Texas, since 1950.

# TEXAS

- Perry, Cullen Nelson, B.S.'37, Daniel Baker Col.; M.Ed.'50, Univ. of Texas; Supt. of Indep. Sch. Dist., Santa Anna, Texas, since 1955.
- Perry, Oliver Floyd, B.A.'29, Southwestern Univ.; Supt. of Schs., Round Rock, Texas, since 1958.
- Phillips, A. W., B.S.'32, Stephen F. Austin State Tchrs. Col.; M.Ed.'49, Univ. of Texas; Supt. of Indep. Sch. Dist., Mt. Enterprise, Texas, since 1948.
- Phillips, James R., M.E.'51, Southern Methodist Univ.; Supt. of Schs., Kaufman, Texas, since 1954.
- Phipps, Raymond W., B.Ed.'33, Eastern Ill. State Tchrs. Col.; M.A.'35, Ohio State Univ.; Dir. of Adult Educ., Pub. Schs., Houston, Texas, since 1949.
- Pointer, A. R., M.A.'39, Southwest Texas State Tchrs. Col.; Supt. of Schs., Premont, Texas, since 1954.
- Portwood, Thomas B., B.S.'19, Kansas State Tchrs. Col., Emporia; A.M.'22, Columbia Univ.; D.Litt.'47, Trinity Univ.; Supt. of Schs., San Antonio, Texas, since 1946.
- Pritchett, Ernest Lee, M.Ed.'40, Southern Methodist Univ.; Supt. of Schs., Brownsville, Texas, since 1954.
- \*Proffer, Robert L., B.S.'35, M.S.'37, North Texas State Col.; Asst. Prof. of Educ. Admin. and Government, North Texas State Col., Denton, Texas, since 1949.
- Pryor, Guy C., B.A.'29, North Texas State Tchrs. Col.; M.A.'36, Southern Methodist Univ.; Supt. of Schs., Grand Saline, Texas, since 1946.
- Railsback, Homer F., B.S.'33, West Texas State Col.; M.A.'38, Texas Tech. Col.; Sch. Shop Instr., El Paso, Texas, since 1956.
- Raley, William D., Supt. of Schs., Dublin, Texas.
- Rambo, Ernest Steele, B.S.'32, Sam Houston State Col.; M.S.'33, A. and M. Col. of Texas; Dir. of Plant Planning, Indep. Sch. Dist., San Antonio, Texas, since 1950.
- Ramsey, John C., B.S.'38, Stephen F. Austin State Col.; M.A.'51, Baylor Univ.; Supt., Hill Co. Schs., Hillsboro, Texas, since 1954.
- Randolph, William Herman, Sr., B.A.'31, Sam Houston State Tchrs. Col.; Dir., South Texas Col., Houston, Texas, since 1942.
- Raynes, L. F., B.S.'37, East Texas State Tchrs. Col.; Supt. of Schs., Crandall, Texas, since 1946.
- Reed, J. Herman, B.A.'41, M.Ed.'50, East Texas State Tchrs. Col.; Supt. of Schs., Duncanville, Texas, since 1951.
- Reed, Noel Edward, B.A.'34, M.A.'49, Texas Col. of A. and I.; Supt., West Oso Indep. Sch. Dist., Corpus Christi, Texas, since 1953.
- Reeves, Sidney, M.A.'52, Eastern N. Mex. Univ.; Supt. of Indep. Sch. Dist., Quitman, Texas, since 1952.
- Reeves, William A., B.A.'35, Howard Payne Col.; M.A.'51, Texas Col. of A. & I.; Supt. of Indep. Sch. Dist., Woodsboro, Texas, since 1951.
- Reid, C. E., Jr., Prin. of Sch., Beaumont, Texas.
- Reno, Weldon Grady, B.A.'32, Univ. of Okla.; M.A.'39, Western State Col. of Colo.; Supt. of Schs., Groom, Texas, since 1953.
- Reynolds, C. A., M.A.'46, Sul Ross Col.; Supt. of Schs., Brady, Texas, since 1951.
- Reynolds, Roland, B.B.A.'32, M.B.A.'37, Univ. of Texas; Supt. of Schs., Franklin, Texas, since 1946.
- Rhodes, J. E., B.S.'34, North Texas State Tchrs. Col.; M.E.'39, Southern Methodist Univ.; Supt. of Schs., Van, Texas, since 1930.
- Rice, Ralph Marion, M.A.'47, Southwest Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., Stockdale, Texas, since 1952.
- Richardson, Bryant R., Supt. of Schs., Gilmer, Texas.
- Richardson, Frank W., B.A.'28, East Texas State Tchrs. Col.; M.A.'31, Southern Methodist Univ.; Star Engraving Co., Houston, Texas, since 1954.
- Richardson, L. S., B.S.'45, M.E.'48, Texas A. and M. Col.; Supt. of A. and M. Consol. Schs., College Station, Texas, since 1949.
- Roach, Truett A., M.A.'33, Baylor Univ.; Supt. of Schs., Andrews, Texas, since 1955.
- Robbins, Donald E., B.S.'49, Hardin Col.; M.S.'53, Butler Univ.; Supt. of Indep. Sch. Dist., Lorraine, Texas, since 1956.
- Robbins, Edward T., B.B.A.'26, Univ. of Texas; M.S.'33, A. and M. Col. of Texas; Dist. Supt. of Schs., Alamo Heights, San Antonio, Texas, since 1947.
- Roberts, Archie A., B.S.'49, M.E.'50, West Texas State Col.; Supt. of Indep. Sch. Dist., Beeville, Texas, since 1956.
- Roberts, L. A., B.S.'27, North Texas State Tchrs. Col.; M.A.'29, Southern Methodist Univ.; Co. Supt. of Schs., Dallas, Texas, since 1951.
- Robinson, Lyman D., B.S.'28, North Texas State Tchrs. Col.; B.A.'30, M.A.'30, Austin Col.; Supvr.-Coordinator of Collin Co. Schs., McKinney, Texas, since 1956.
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- Rogers, Charles M., A.B.'13, Miss. Col.; M.A.'31, Texas Tech. Col.; Supt. of Schs., Amarillo, Texas, since 1935.
- Rogers, J. C., Jr., B.A.'32, Stephen F. Austin State Col.; M.A.'40, Univ. of Texas; Supt. of Schs., West Columbia, Texas, since 1946.
- Rogers, W. C., M.S.'48, East Texas State Tchrs. Col.; Supt., Chapel Hill Indep. Sch. Dist., Tyler, Texas, since 1952.
- Rowland, K. H., B.S.'36, East Texas State Col.; M.Ed.'41, Texas Tech. Col.; Supt. of Schs., De Leon, Texas, since 1954.
- Russ, Daniel Roland, B.S.'39, East Texas State Tchrs. Col.; M.A.'49, Hardin-Simmons Univ.; Supt. of Indep. Sch. Dist., Stinnett, Texas, since 1955.



- Rutherford, R. B., M.S.'31, North Texas State Col.; Asst. Supt. of Schs., Sherman, Texas, since 1932.
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- Sahm, Edgar Arthur, B.A.'26, M.A.'31, Ph.D. '45, Univ. of Texas; Supt. of Schs., New Braunfels, Texas, since 1928, and Prof. of Educ., Trinity Univ., San Antonio, Texas, since 1950.
- Sartain, James F., B.A.'31, North Texas State Col.; M.A.'25, Univ. of Texas; Supvr. of Co. Jr. H. S., Dallas, Texas, since 1945.
- Schleibel, Walter J. E., B.S. in M.E.'16, M.A.'32, Univ. of Rochester; Ed.D.'53, Univ. of Texas; Prin., N. R. Crozier Tech. H. S., Dallas, Texas, since 1932.
- Schilling, Ralph Franklin, B.A.'48, Okla. City Univ.; M.Ed.'50, Univ. of Okla.; Supt. of Schs., Littlefield, Texas, since 1954.
- Schochler, H. C., M.A.'45, Stephen F. Austin State Tchrs. Col.; Supt. of Indep. Sch. Dist., Channelview, Texas, since 1953.
- Schultz, Ray W., B.A.'48, M.Ed.'50, West Texas State Col.; Bus. Mgr., Indep. Sch. Dist., Dumas, Texas, since 1933.
- Scott, (Mrs.) Florence J., M.A.'40, Univ. of Texas; Dist. Supt. of Schs., Roma, Texas, since 1948.
- Scott, J. S., Sr., A.B.'17, New Orleans Col., New Orleans, La.; B.D.'20, D.D. '40, Gammon Theol. Sem., Atlanta, Ga.; D.D.'27, Wiley Col.; Pres., Wiley Col., Marshall, Texas, since 1948.
- Scrivner, Joe B., B.S.'48, McMurry Col.; M.A.'53, Hardin-Simmons Univ.; Supt. of Indep. Sch. Dist., Rankin, Texas, since 1955.
- Selby, R. A., B.A.'29, M.A.'34, Univ. of Okla.; Asst. Supt. of Schs., Amarillo, Texas, since 1950.
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- Shea, James T., B.A.'15, M.A.'24, Univ. of Detroit; Dir. of Curriculum and Research, Indep. Sch. Dist., San Antonio, Texas, since 1922.
- Shelby, Thomas Hall, B.A.'07, Univ. of Texas; M.A.'21, Univ. of Chicago; Dean Emeritus, Div. of Extension, and Prof. of Educ. Admin., Univ. of Texas, Austin, Texas, since 1956.
- Shelton, P. W., B.A.'25, M.A.'38, Baylor Univ.; Supt., La Vega Schs., Waco, Texas, since 1929.
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- Sigler, E. A., B.S.'28, North Texas State Tchrs. Col.; Supt. of Schs., Plano, Texas, since 1927.
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- Silk, Charles E., M.S.'48, North Texas State Col.; Supt. of Schs., Killeen City, Texas, since 1932.
- Simmons, Gladys, B.A.'29, M.A.'39, Texas Christian Univ.; Prin., Indep. Elem. Schs., Fort Worth, Texas, since 1941.
- Simpson, Randall, B.S.'42, Daniel Baker Col.; M.S.'48, North Texas State Col.; Supt. of Schs., Keller, Texas, since 1946.
- Singleton, Frank L., B.S.'31, Stephen F. Austin State Tchrs. Col.; M.Ed.'45, Southern Methodist Univ.; Supt. of Schs., Troup, Texas, since 1948.
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- Sister M. Columella, B.A.'15, M.A.'14, Ph.D.'23, Catholic Univ. of America; Pres., Incarnate Word Col., San Antonio, Texas, since 1923.
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- Skinner, Weldon A., B.A.'38, Howard Payne Col.; M.A.'50, Hardin-Simmons Univ.; Supt. of Schs., O'Donnell, Texas, since 1954.
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- Smith, Garmon B., B.S.Ed.'42, Western Carolina Col.; M.Ed.'50, Ph.D.'54, Univ. of N. C.; Head, Dept. of Educ. and Psych., Austin Col., Sherman, Texas, since 1956.
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- Sparks, Robert Burdette, M.A.'26, Univ. of Chicago; Prin., Robert E. Lee H. S., Baytown, Texas, since 1931.
- Spears, Marion Otis, B.S.'48, M.Ed.'50, Texas Tech. Col.; Supt. of Indep. Schs., Tahoka, Texas, since 1951.
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# TEXAS

- Starkey, Emory S., M.A.'47, Sam Houston State Tchrs. Col.; Supt. of Schs., Groveton, Texas, since 1953.
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- Stilwell, Henry Wesley, B.A.'09, M.A.'19, Univ. of Texas; LL.D.'43, Southwestern Univ.; Supt. of Schs., Texarkana, Texas, 1927-54, and Pres., Texarkana Col., Texarkana, Texas, since 1927.
- Stowe, O. H. (Bob), M.S.'39, Texas Christian Univ.; Supt., Tarrant Co. Schs., Fort Worth, Texas, since 1947.
- Streng, Arthur A., A.B.'33, Baldwin-Wallace Col.; Asst. Mgr., American Book Co., Cincinnati Div., Dallas, Texas, since 1953.
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- Sutherland, John W. L., B.A.'25, Southwest Texas State Tchrs. Col.; M.A.'35, Univ. of Texas; Supt. of Indep. Sch. Dist., Rock Island, Texas, since 1950.
- Swim, Keith D., M.A.'49, Colo. State Col. of Educ.; Supt. of Schs., Iowa Park, Texas, since 1953.
- Swinburn, W. V., B.S.'33, North Texas State Col.; M.Ed.'35, Texas Tech. Col.; Supt. of Schs., Tulia, Texas, since 1947.
- Tallman, Pearle, A.B.'20, Iowa State Tchrs. Col., Cedar Falls; M.A.'28, Columbia Univ.; Asst. Supt. of Schs., Houston, Texas, since 1941.
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- Tate, Albert M., M.A.'34, Univ. of Texas; Supt. of Schs., Marlin, Texas, since 1942.
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- Wilkerson, Walter D., M.A.'23, Baylor Univ.; Supt. of Schs., Conroe, Texas, since 1949.
- Willey, Lawrence Vernon, Jr., B.S.'49, La. State Univ.; Ed.M.'52, Ed.D.'55, Harvard Univ.; Classification Officer, U. S. Air Force, Lackland Air Force Base, San Antonio, Texas, since 1956.
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- Williams, Darrell D., M.S.'51, East Texas Baptist Col.; Supt. of Schs., Elysian Fields, Texas, since 1950.
- Williams, Ed E., B.A.'29, McMurry Col.; M.A.'42, Hardin-Simmons Univ.; Supt. of Schs., Colorado City, Texas, since 1942.
- Williams, Frank L., B.A.'29, M.A.'36, Hardin-Simmons Univ.; Ed.D.'45, Univ. of Texas; Asst. Supt. of Sch. in chg. of Instr., Dallas, Texas, since 1949.
- Williams, Jack V., M.A.'50, Eastern N. Mex. Univ.; Supt. of Schs., Farwell, Texas, since 1948.
- Williams, Nat, M.A.'42, Univ. of Texas; Supt. of Schs., Lubbock, Texas, since 1951.
- Williams, R. L., B.A.'25, Abilene Christian Col.; M.A.'39, Ed.D.'43, Univ. of Texas; Supt. of Schs., Corpus Christi, Texas, since 1951.
- Williamson, Chester Marvin, B.S.'36, M.S.'41, East Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., Hughes Springs, Texas, since 1946.
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- Wilson, Roy P., B.S.'28, M.S.'49, North Texas State Col.; Supt. of Schs., Gainesville, Texas, since 1945.
- Wilson, Walter Andrew, M.S.'48, North Texas State Col.; Supt., Glasscock Co. Indep. Sch. Dist., Garden City, Texas, since 1953.
- Wilson, Wesley W., B.S.'50, M.Ed.'51, Texas A. and M. Col. System; Supt. of Indep. Sch. Dist., Milano, Texas, since 1953.
- Wooten, Elmer A., M.Ed.'52, West Texas State Col.; Supt. of Indep. Schs., Dumas, Texas, since 1952.
- Wranosky, Ernest J., M.A.'43, Texas Col. of Arts and Indus.; Supt., Flour Bluff Indep. Sch. Dist., Corpus Christi, Texas, since 1946.
- Wright, Baker K., B.S.'35, Univ. of Texas; M.Ed.'52, Univ. of Houston; Supt. of Schs., Bellville, Texas, since 1946.
- Wright, Chester Welty, B.A.'38, M.A.'40, Texas Technological Col.; Supt., Indep. Sch. Dist., Barstow, Texas, since 1946.
- Wright, John Herbert, B.A.'18, Southern Methodist Univ.; M.A.'39, Univ. of Calif.; Prin., Lamar Sr. H. S., Houston, Texas, since 1928.
- Wright, N. O., B.S.'30, N. Texas State Col.; M. S.'46, E. Texas State Tchrs. Col.; Supt. of Schs., Farmersville, Texas, since 1934.
- Wroten, Joe G., B.A.'35, La. Polytech. Inst.; Supt. of Schs., Pettus, Texas, since 1950.
- Yarbrough, Cecil L., M.A.'39, Southern Methodist Univ.; Supt. of Schs., Snyder, Texas, since 1952.
- Young, Floyd Joe, B.A.'31, McMurry Col.; M.A.'39, Univ. of Texas; Supt. of Schs., Seminole, Texas, since 1950.
- Young, William R., B.S.'46, M.S.'50, East Texas State Tchrs. Col.; Supt., Hudson Indep. Sch. Dist., Lufkin, Texas, since 1954.

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- Baylor University Library, Box 307, B. U. Station, Waco, Texas.
- Estill Library, Sam Houston State Tchrs. Col., Huntsville, Texas.
- George W. Storch Memorial Library, Trinity Univ., Mrs. Theresa R. Simms, Librn., San Antonio, Texas.
- Howard Payne Col., Walker Memorial Library, Brownwood, Texas.
- Library, Hardin-Simmons Univ., Abilene, Texas.
- Library, Stephen F. Austin State Col., Nacogdoches, Texas.
- Library, Texas State College for Women, Denton, Texas.
- Library, West Texas State College, Canyon, Texas.



Sunset High School, Dallas, Texas.  
Texas Southern Univ., 3201 Wheeler Ave., Houston, Texas.  
University of Houston Libraries, Serial Librarian, 3801 Cullen Blvd., Houston, Texas.

## UTAH

Abbott, Max Gardner, B.S.'49, M.S.'51, Utah State Agrl. Col.; Supt. of Uintah Sch., Vernal, Utah, since 1954.  
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Bennion, Kenneth S., B.S.'33, Univ. of Utah; Dir. of L. D. S. Bus. Col., Salt Lake City, Utah, since 1948.  
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## VERMONT

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- Smith, Charles William, B.A.'30, Howard Col.; M.A.'46, Col. of William and Mary; Supt. of City Sch. and Prince George Co., Hopewell, Va., since 1946.
- Smith, Frisby Davis, A.B.'47, Berea Col.; M.A.'51, Univ. of Ky.; Asst. Prof. of Educ. Southwest Extension Office, Univ. of Va., since 1955.
- Smith, Stanley Vernon, A.B.'42, Univ. of Buffalo; M.A.'47, Cornell Univ.; Dir. of Research, Co. Sch., Arlington, Va., since 1951.
- Snead, Joseph Payne, B.A.'13, Univ. of Richmond; Supt. of Fluvanna Co. Schs., Fork Union, Va., since 1925.
- Stanley, Everette B., A.B.'32, Emory and Henry Col.; M.A.'37, George Peabody Col. for Tchrs.; Supt. of Wash. Co. Sch., Abingdon, Va., since 1953.
- Story, William J., Jr., A.B.'34, Elon Col.; M.Ed.'49, Col. of William and Mary; Div. Supt. of Sch., South Norfolk, Va., since 1949.
- Sutherland, J. Hoge T., B.A.'21, Washington and Lee Univ.; M.A.'40, Univ. of Va.; Div. Supt. of Sch., Dickenson Co., Clintwood, Va., since 1953.
- Thompson, Fred Doenges, M.A.'29, Tchrs. Col., Columbia Univ.; Supt. of Chesterfield Co.-Colonial Heights City Sch., Chesterfield, Va., since 1954.
- Turner, Charles Joseph, A.B.'46, Wheaton Col.; Ed.M.'52, Harvard Univ.; Ed.D.'54, Tchrs. Col., Columbia Univ.; Asst. Dir. of Research, Pub. Sch., Richmond, Va., since 1954.
- Tyler, James Walter, B.A.'47, M.A.'48, Ed.D.'52, George Peabody Col. for Tchrs.; Prin., Kenmore Jr. H. S., Arlington, Va., since 1955.
- Van Pelt, Joseph Benjamin, B.A.'26, Randolph-Macon Col.; M.A.'38, Univ. of Va.; Supt. of Sch., Bristol, Va., since 1945.
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- Walton, Benjamin F., B.S.'21, Randolph-Macon Col.; M.A.'42, Univ. of Va.; Div. Supt. of Sch., Brunswick Co., Lawrenceville, Va., since 1949.
- Ward, Douglas S., A.B.'32, Drake Univ.; M.A.'35, Univ. of Chicago; Ed.D.'53, Univ. of Ill.; Prof. of Educ. and Acting Dean, Univ. of Va., Charlottesville, Va., since 1951.
- Watkins, Benjamin Thomas, A.B.'24, Randolph-Macon Col.; M.A.'34, Univ. of Va.; Div. Supt., Southampton Co. Sch., Courtland, Va., since 1951.
- Watkins, C. W., B.S.'28, Roanoke Col.; A.M.'50, New York Univ.; Asst. Supt. of Sch., Martinsville, Va., since 1952.
- Webb, David B., Supt. of Hanover Co. Sch., Ashland, Va.
- Weisiger, Louise P., B.A.'15, Sweet Briar Col.; M.A.'31, Ed.D.'45, Tchrs. Col., Columbia Univ.; Dir. of Research, Pub. Sch., Richmond, Va., since 1946.
- White, Hugh Vernon, B.A.'23, M.A.'40, Col. of William and Mary; Supt. of Nansemond Co. Sch., Suffolk, Va., since 1934.
- Whitehead, William M., B.S.'32, M.A.'35, New York Univ.; LL.D.'50, Va. State Col.; Supt., Va. State Sch., Hampton, Va., since 1940.
- Will, Edwin E., B.A.'31, Bridgewater Col.; M.A.'42, Univ. of Va.; Supt. of Bath Co. Sch., Warm Springs, Va., since 1949.

## VIRGINIA

Willett, Henry I. B.A.'25, LL.D.'55, Col. of William and Mary; M.A.'30, Columbia Univ.; Litt.D.'55, Univ. of Richmond; Pres., American Assn. of Sch. Admin., 1955-56; Supt. of Sch., Richmond, Va., since 1946.

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Wilson, George A., A.B.'38, Shepherd Col.; M.A.'51, W. Va. Univ.; Prin., H. S., Clifton Forge, Va., since 1953.

Wingo, Alfred Lawrence, A.B.'26, Univ. of Richmond; M.A.'40, Tchrs. Col., Columbia Univ.; Supvr. of Research, State Dept. of Educ., Richmond, Va., since 1947.

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Johnston Memorial Library, Va. State Col., Petersburg, Va.

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Allen, A. Whitner, Elem. Dipl.'29, Life Dipl.'31, Wash. State Normal Sch.; Elem. Cert.'39, Central Wash. Col. of Educ.; Supt. of Co. Sch., Yakima, Wash., since 1950.

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Anderson, Loran E., B.A. in Ed.'35, Eastern Wash. Col. of Educ.; B.E.'46, Whitworth Col.; Supt. of Sch. Dist. 348, Otis Orchards, Wash., since 1949.

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- Daniel, Wilbur Elsworth, A.B.'23, Col. of Puget Sound; M.A.'30, Stanford Univ.; Prin., Hamilton Jr. H. S., Seattle, Wash., since 1947.
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- Gaiser, Paul F., B.A.'17, Whitman Col.; M.A.'23, State Col. of Wash.; Ph.D.'32, Univ. of Wash.; Pres., Clark Col., Vancouver, Wash., since 1931.
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- Glann, John D., B.A.'26, M.A.'40, Wash. State Col.; Supt. of Sch., Port Angeles, Wash., since 1945.
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- Haggard, W. W., B.A.'17, Maryville Col.; M.A.'27, Univ. of Mich.; Ph.D.'37, Univ. of Chicago; Pres., Western Wash. Col. of Educ., Bellingham, Wash., since 1939.
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- Hamilton, Ross E., Dir., Educ. for Handicapped Children, State Dept. of Pub. Instr., Olympia, Wash., since 1949.
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- Hansen, Herbert, B.A. in Ed.'26, M.A. in Ed.'33, Univ. of Wash.; Supt. of Sch., Castle Rock, Wash., since 1941.
- Hazen, Oliver M., B.A.'27, Univ. of Wash.; Supt. of Sch., Renton, Wash., since 1936.
- Helgesen, Borghild, Admin. Asst. to the State Supt. of Pub. Instr., Olympia, Wash., since 1941.
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- Hoffner, James R., Jr., B.S. Ed.'41, N. J. State Tchrs. Col., Glassboro; M.A. Ed. Adm.'55, Univ. of Oregon; Supt. of Sch. Dist. 144, Quincy, Wash., since 1954.
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- Homburg, J. George, M.Ed.'40, State Col. of Wash.; Supt. of Sch. Dist. 404, Woodland, Wash., since 1953.

# WASHINGTON

- Howard, Ray W., B.A.'31, M.A.'40, Ed.D. '49, Univ. of Wash.; Supt. of Shoreline Sch., Seattle, Wash., since 1944.
- Howe, Homer, B.A.'32, M.A.'33, Univ. of Wash.; Supt. of Peninsula Sch., Gig Harbor, Wash., since 1942.
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- Jaeger, Herman F., M.A.'40, Univ. of Chicago; Dist. Supt. of Sch., Pasco, Wash.
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- Janeway, Harold L., Supt. of Sch., Peshastin, Wash., since 1943.
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- McWhorter, Relt A., B.A.'39, M.Ed.'53, Univ. of Wash.; Northwest Rep., Charles E. Merrill Books, Seattle, Wash., since 1955.
- Mallery, Kenneth Paul, A.B.'28, Marietta Col.; M.A.'35, Ohio State Univ.; Supt. of Sch., Sunnyside, Wash., since 1952.
- Mandeville, Gilbert H., B.S. in Indust. Eng.'54, Univ. of Seattle; Exec. Dir., Leo A. Daly and Associates, Archts. and Engineers, Seattle, Wash., since 1952.
- Manning, Philip C., B.S.'30, M.S.'38, Univ. of Idaho; Supt. of Sch., Prescott, Wash., since 1953.
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- Spencer, (Mrs.) Evelyn, Chmn., South Whidbey Bd. of Sch. Dir., Langley, Wash., since 1949.
- Spitz, Alfred Leonard, M.A.'39, Gonzaga Univ.; Supt. of Pub. Sch., Oakville, Wash., since 1947.
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- Klontz, Vernon E., B.A.'17, Univ. of Wis.; A.M.'29, Univ. of Chicago; Supt. of Sch., Janesville, Wis., since 1935.
- Klotsche, J. Martin, Ph.D.'31, Univ. of Wis.; Pres., Wis. State Col., Milwaukee, Wis., since 1946.
- Knedle, Matt, M.A.'52, Univ. of Wis.; Supt. of Wood Co. Sch., Wisconsin Rapids, Wis., since 1949.
- Knudtson, H. G., B.S.'38, Wis. State Tchrs. Col., Eau Claire; Ph.M.'43, Univ. of Wis.; Supt. of Sch., Two Rivers, Wis., since 1952.
- Kobs, Delos A., B.S.'39, Wis. State Col., Stevens Point; M.A.'46, Univ. of Wis.; Supt. of Sch., Mt. Horeb, Wis., since 1953.
- Kujath, H. E., M.A.'39, Northwestern Univ.; Supt. of Sch., Waupun, Wis., since 1947.
- Lake, Ernest G., B.A.'29, Univ. of Mont.; Ed.M.'38, Ed.D.'43, Harvard Univ.; Supt. of Sch., Racine, Wis., since 1951.
- Lamers, William M., A.B.'22, A.M.'23, Ph.D.'29, Marquette Univ.; Asst. Supt. of Sch., Milwaukee, Wis., since 1942.
- Lee, Everett Marvin, B.A.'38, St. Olaf Col.; M.S.'50, Univ. of Wis.; Supt. of Pub. Sch., Viroqua, Wis., since 1933.
- Lee, Howard D., B.S.Ed.'37, Univ. of Ill.; M.A.Ed.'47, Univ. of Chicago; Prin. of Atwater Elem. Sch., Shorewood, Wis., since 1948.
- Lewis, R. F., B.A.'15, M.A.'28, Univ. of Wis.; First Asst. State Supt. of Pub. Instr., Madison, Wis., since 1949.
- Lien, Daryl K., B.A.'30, St. Olaf Col.; M.A.'45, Univ. of Minn.; Supvg. Prin. of Sch., Amery, Wis., since 1935.
- Lilleblad, Maynard T., M.A.'44, Ed.D.'55, Northwestern Univ., Evanston, Ill.; Prin., Manitoba Elem. Sch., Milwaukee, Wis., since 1948.
- Little, James Kenneth, A.B.'28, LL.D.'51, Sterling Col.; M.S.'31, Kansas State Tchrs. Col., Emporia; Ph.D.'34, Ohio State Univ.; Vicepres. in chg. of Student Affairs, and Prof. of Educ., Univ. of Wis., Madison, Wis., since 1945.
- Loofboro, Paul M., B.A.'28, Milton Col.; M.A.'40, Univ. of Wis.; Supt. of Sch., New London, Wis., since 1952.
- Lunenschloss, Neil Luman, B.Ed.'35, Wis. State Col., Platteville; M.S.'50, Univ. of Wis.; Prin. of Roosevelt Jr. H. S., Appleton, Wis., since 1952.
- Luther, Earl W., Ph.B.'30, Ph.M.'35, Univ. of Wis.; Supt. of Sch., South Milwaukee, Wis.
- Luther, James F., M.E.'39, Univ. of Wis.; Supt. of Sch., Fort Atkinson, Wis.
- McIntyre, Franklin N., Bachelor's '30, Wis. State Tchrs. Col., Eau Claire; Supt., Common Sch. Dist. Jt. No. 1, Rothschild-Schofield Area Sch., Schofield, Wis., since 1950.
- McKenna, John C., B.A.'28, M.A.'31, State Univ. of Iowa; Supt. of Sch., Evansville, Wis., since 1934.
- McKenna, John F., B.Ed.'43, Wis. State Col., Whitewater; M.S.'50, Univ. of Wis.; Dist. Supt. of Sch., Winneconne, Wis., since 1955.
- McVey, Durward, B.E.'33, Wis. State Tchrs. Col., Stevens Point; Ph.M.'43, Univ. of Wis.; Supt. of Sch., Lake Mills, Wis., since 1953.
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- Mann, John P., B.A.'22, Ripon Col.; M.A.'27, Univ. of Wis.; Supt. of Sch., Appleton, Wis., since 1944.
- Marshall, Richard J., B.Ed.'31, Central State Tchrs. Col.; Ph.M.'39, Univ. of Wis.; Supt. of Sch., Jefferson, Wis., since 1947.
- Maurer, Harold R., B.S.'24, Col. of Wooster; M.A.'30, Ohio State Univ.; Supt. of Sch., Kenosha, Wis., since 1949.
- Mennes, Harold B., A.B.'27, St. Olaf Col.; Ph.M.'37, Univ. of Wis.; Supt. of Sch., Neenah, Wis., since 1946.
- Michalak, Raymond Felix, B.A.'28, M.Ed.'38, Marquette Univ.; Prin. of Custer H. S., Milwaukee, Wis., since 1955.

- Miller, Ralph, Secy., Bd. of Educ., Fond du Lac, Wis.
- Moldenhauer, Albert, B.E.'36, Wis. State Col., Eau Claire; Ph.M.'42, Univ. of Wis.; Supt. of Pub. Sch., Stevens Point, Wis., since 1936.
- Newlun, Chester O., Ph.B.'24, Ph.M.'26, Univ. of Wis.; Ph.D.'29, Columbia Univ.; Pres., State Tchrs. Col., Platteville, Wis., since 1943.
- Nicholson, Alfred S., B.S.'30, Princeton Univ.; M.A.'30, Columbia Univ.; Prin., Country Day Jr. Sch., Milwaukee, Wis.
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- O'Heirne, Clifford L., Ph.M.'39, Univ. of Wis.; Supt. of Sch., Hayward, Wis., since 1933.
- Olsen, Harry E., B.E.'35, Wis. State Tchrs. Col., Platteville; Ph.M.'36, Univ. of Wis.; Supt. of Sch., Oconomowoc, Wis., since 1944.
- Paradise, Robert Harold, Pres., Schoolway Transportation Co., Inc., Hales Corners, Wis., since 1950.
- Patchett, Milton A., B.A.'34, Ripon Col.; M.S.'49, Univ. of Wis.; Supt. of Sch., Columbus, Wis., since 1955.
- Paukert, Harold L., Master's '38, Univ. of Wis.; Supv. Prin. of Sch., Kohler, Wis., since 1946.
- Peterson, LeRoy J., B.A.'28, Hastings Col.; M.A.'30, Ph.D.'32, Univ. of Wis.; Chmn., Dept. of Educ., and Coordinator of Educ. Extension, Univ. of Wis., Madison, Wis., since 1954.
- Plantic, Roger Francis, B.S.Ed.'50, M.S. Ed.'51, Univ. of Wis.; Supt., Jt. Sch. Dist. 1, Kewaunee, Wis., since 1956.
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- Powell, Harley J., B.A.'29, State Univ. of Iowa; M.A.'30, Univ. of Wis.; Supt. of Sch., Richland Center, Wis., since 1955.
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- Qualley, Lloyd S., B.A.'31, Augustana Col.; M.A.'54, Wis. State Col., Superior; Supt. of Sch., Waterloo, Wis., since 1953.
- Rawson, Kenneth O., B.A.'32, M.A.'37, Univ. of Wis.; Supt. of Sch., Clintonville, Wis., since 1945.
- Rilling, Walter E., B.A.'22, North Central Col.; Secy.-Bus. Mgr., Bd. of Sch. Dir., Milwaukee, Wis., since 1938.
- Rohde, Richard R., B.S.'39, Wis. State Col., Oshkosh; M.Ph.'45, Univ. of Wis.; Supt. of City Sch., Barron, Wis., since 1951.
- Rohling, Ingvar M., M.S. Ed.'41, Univ. of Wis.; Supt. of Central Sch. Dist. Joint 1, Phillips, Wis., since 1952.
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- Shaw, George E., B.E.'26, Wis. State Col., Superior; M.A.'28, State Univ. of Iowa; Supt. of Sch., Superior, Wis., since 1954.
- Shreve, Robert H., Ph.B.'36, Lawrence Col.; M.A.'41, Ed.D.'55, Colo. State Col. of Educ.; Admin., Arrowhead Union Free H. S., Hartland, Wis., since 1955.
- Sister M. Francesca, M.A.'42, Univ. of Wash.; Pres., Viterbo Col., La Crosse, Wis., since 1952.
- Sister M. Jutta, A.B.'17, Catholic Univ. of America; A.M.'29, Marquette Univ.; Dean, Alverno Col., Milwaukee, Wis., since 1936.
- Sizer, Woodrow J., B.A.'37, Ripon Col.; M.S.'48, Univ. of Wis.; Supt. of Sch., Mayville, Wis., since 1952.
- Spies, Jacob, B.A. in Commerce '24, Univ. of Wis.; Dir. of Voc. and Adult Educ., Sheyboygan, Wis., since 1943.
- Stiles, Lindley J., A.B. '35, M.A.'39, Ed.D. '45, Univ. of Colo.; Dean, Sch. of Educ., Univ. of Wis., Madison, Wis., since 1955.
- Stoffet, John William, M.S.'54, Univ. of Wis.; Supt. of Sch., Williams Bay, Wis., since 1954.
- Stormonth, Peter, M.A.'21, St. Andrews Univ. (Scotland); Diploma Ed.'27, Edinburgh Univ. (Scotland); Supt. and Prin. of Fox Point-Bayside Pub. Sch., Milwaukee, Wis., since 1934.
- Tall, Henry M., B.A.'25, Univ. of Chicago; M.A.'41, Univ. of Colo.; Supt. of Sch., Sheyboygan Falls, Wis., since 1954.
- Tetzlaff, Lamb Otto, Ph.B.'29, Ph.M.'32, Univ. of Wis.; Registrar, Wis. State Col., Oshkosh, Wis., since 1954.
- Theisen, W. W., B.Sc.'07, Univ. of Nebr.; Ph.D.'17, Columbia Univ.; Asst. Supt. of Sch., Milwaukee, Wis., 1922-56.
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- Tinkham, Glenn D., B.S.'21, Ph.M.'36, Univ. of Wis.; Supt. of Sch., Marshfield, Wis., since 1947.
- Tipler, Perry A., B.S.'23, Carroll Col.; M.S.'30, Univ. of Wis.; Supt. of Sch., Oshkosh, Wis., since 1946.



- Vig, Cedric A., B.E.'33, Wis. State Col., Stevens Point; M.A.'39, Univ. of Minn.; Supt. of Sch., Rhineland, Wis., since 1954.
- Vincent, Harold Sellow, A.B.'23, Greenville Col.; A.M.'32, Ohio State Univ.; LL.D.'54, Marquette Univ.; Supt. of Sch., Milwaukee, Wis., since 1950.
- Vincent, Paul M., M.A.'21, Univ. of Wis.; Supt. of Sch., Stevens Point, Wis., 1923-1956 (retired). Address: 622 Church St., Stevens Point, Wis.
- Wandrey, Fred H., B.E.'29, Wis. State Tchrs. Col., River Falls; M.A.'29, State Univ. of Iowa; Supt. of Sch., Green Bay, Wis., since 1952.
- Watson, George E., B.A.'21, LL.D.'49, Lawrence Col.; M.A.'33, Univ. of Wis.; State Supt. of Pub. Instr., Madison, Wis., since 1949.
- Way, Russell S., B.E.'38, Wis. State Col., Stevens Point; Ph.M.'45, Univ. of Wis.; Supt. of Sch., Merrill, Wis., since 1948.
- Webster, Jennie Louise, B.S.'42, Wis. State Col., La Crosse; B.S. in Ed.'47, Univ. of Wis.; Supt., Eau Claire Co. Sch., Eau Claire, Wis., since 1947.
- Weinlick, H. C., M.A.'37, Univ. of Wis.; Exec. Secy., State Educ. Assn., Madison, Wis., since 1955.
- Weis, Edwin F., member, Bd. of Educ., Fond du Lac, Wis., since 1946.
- Werwath, Karl O., B.S. in E.E.'36, Milwaukee Sch. of Engineering; Pres., Milwaukee Sch. of Engineering, Milwaukee, Wis., since 1948.
- Wesslen, Clarence, M.S. Ed. Admin.'48, Univ. of Wis.; Supvg. Prin. of Pub. Sch., Athens, Wis.
- Wicklund, Arnold D., B.A.'29, Northland Col.; M.A.'39, Univ. of Minn.; Supt. of Sch., Nekeosa, Wis., since 1947.
- Wiegand, Floyd E., B.A.'33, Northland Col.; Ph.M.'42, Univ. of Wis.; Supt. of Sch., Sturgeon Bay, Wis., since 1956.
- Wileman, Charles H., B.A.'26, Milton Col.; M.A.'34, Univ. of Wis.; Supt. of Sch., Delavan, Wis., since 1950.
- Williams, Robert C., Ph.B.'14, Central Col.; M.A.'29, Ph.D.'38, State Univ. of Iowa; Pres., Wis. State Col., Whitewater, Wis., since 1946.
- Willson, Gordon L., B.A.'25, M.A.'35, Univ. of Wis.; Supt. of Sch., Baraboo, Wis., since 1956.
- Winther, Adolph I., B.A.'20, Augsburg Col.; Ph.M.'38, Ph.D.'48, Univ. of Wis.; Dir. of Tr. and Placement, Wis. State Col., Whitewater, Wis., since 1945.
- Wolf, C. R., B.A.'23, Ripon Col.; M.A.'37, Univ. of Wis.; Supt. of Sch., Berlin, Wis., since 1951.
- Zeiler, Edward J., Ph.B.'29, M.A.'32, Univ. of Chicago; Supt. of Sch., Whitefish Bay, Milwaukee, Wis., since 1952.
- Zielant, Stanley W., M.S., Univ. of Wis.; Supt. of Sch., Kiel, Wis., since 1948.
- Zuill, Frances, M.A.'20, Tchrs. Col., Columbia Univ.; Prof. of Home Ec. and Assoc. Dean, Col. of Agr. for Home Ec., Univ. of Wis., Madison, Wis., since 1951.

#### INSTITUTIONAL MEMBERS

- Curran Library, Wis. State Col., Superior, Wis.
- Library, Wis. State Col., La Crosse, Wis.

- Library, Wis. State Col., Milwaukee, Wis.
- Library, Wis. State Col., Whitewater, Wis.
- Public Library, 214 W. Wisconsin Ave., Milwaukee, Wis.
- Racine Public Library, Forrest L. Mills, Libn., 701 Main St., Racine, Wis.
- Wis. State Col., Eau Claire, Wis.

#### WYOMING

- Alleman, Elsie Reynolds, B.A.'29, M.A.'31, Pa. State Tchrs. Col., Mansfield; Supv., Lincoln Co. Schs., Kemmerer, Wyo., since 1947.
- Bell, John E., B.S.'44, Univ. of Neb.; Supt. of Schs., Midwest, Wyo., since 1954.
- Bell, Karl D., B.E.'41, Western Mont. Col. of Educ., Dillon; M.Ed.'44, Mont. State Univ.; Supt. of Schs., Sheridan, Wyo., since 1950.
- Bell, Terrell Howard, B.A. in Ed.'46, Southern Idaho Col. of Educ.; M.S. in Ed.'51, Univ. of Idaho; Supt. of Concol. Sch. Dist. 19, Afton, Wyo., since 1951.
- Bernard, John V., M.S. in Ed. Adm.'33, Colo. A. and M. Col.; Supt. of Schs., Green River, Wyo., since 1948.
- Bowen, Chester H., A.B.'36, Nebr. State Tchrs. Col., Peru; M.A.'54, Univ. of Wyo.; Supt., Campbell Co. H. S., Gillette, Wyo., since 1949.
- Bowman, Arnold A., B.S.'31, Nebr. State Tchrs. Col., Chadron; M.A.'36, Colo. State Col. of Educ.; Supt., Eden-Farson Concol. Schs., Farson, Wyo., since 1952.
- Brown, Warren Madison, B.S.Ed.'49, Washington Univ.; M.Ed.'50, Univ. of Colo.; Commr. of Educ., State Dept. of Educ., Cheyenne, Wyo., since 1953.
- Bryant, Harlan, B.S.'31, Southwest Mo. State Col.; A.M.'38, Ed.D.'46, Univ. of Mo.; Dean, Col. of Educ., Univ. of Wyo., Laramie, Wyo., since 1954.
- Bush, E. J., B.S.'21, Mont. State Col.; M.S.'27, Univ. of Wyo.; Supt. of Schs., Thermopolis, Wyo., since 1955.
- Campbell, Blaine V., M.A.'34, Univ. of Wyo.; Supt. of Concol. Sch. Dist. 12, Guernsey, Wyo., since 1954.
- Christensen, Julius E., Dir., Northwest Community Col., Powell, Wyo., since 1949.
- Clark, S. R., B.A.'34, Iowa Wesleyan Col.; M.A.'45, State Univ. of Iowa; Supt. of Schs., Cheyenne, Wyo., since 1955.
- Craft, Robert L., B.S.'49, Nebr. State Tchrs. Col., Chadron; Supt. of Schs., Veteran, Wyo., since 1953.
- Crouch, J. E., A.B.'24, Buena Vista Col.; A.M.'29, Univ. of Colo.; Supt. of Schs., Newcastle, Wyo., since 1952.
- Emmett, Henry Thomas, Ph.B.'13, Univ. of Wis.; Supt., Washakie Co. Schs., Worland, Wyo., since 1953.
- Forsythe, Ralph A., B.A.'36, M.A.'41, Univ. of Wyo.; Supt. of Schs., Riverton, Wyo., since 1948.
- George, Walden H., B.A.'36, Dana Col.; M.A.'56, Univ. of Wyo.; Prin., H. S., Kemmerer, Wyo., since 1956.
- Gingles, Roy, A.B.'34, Nebr. State Tchrs. Col.; A.M.'40, Univ. of Wyo.; Supt. of Schs., Torrington, Wyo., since 1950.
- Goenner, Roger J., B.S.'47, Minn. State Tchrs. Col., St. Cloud; M.A.'51, Colo. State Col. of Educ.; Supt. of Schs., Burlington, Wyo., since 1953.

## WYOMING

- Goins, Jesse L., A.B.'25, Univ. of Wyo.; A.M.'31, Univ. of Chicago; Supt. of Sch. Dist. 1, Cheyenne, Wyo., 1938-53; Dir. of Research, Pub. Sch., Cheyenne, Wyo., since 1955.
- Hammond, Russell Irving, B.A.'29, Morningside Col.; M.A.'34, Univ. of Colo.; Ed.D.'42, Columbia Univ.; Prof. of Educ. Admin., Univ. of Wyo., Laramie, Wyo., since 1947.
- Hopkinson, Harold Isadore, B.A.'49, M.A.'53; Supt. of Schs., Byron, Wyo., since 1952.
- Johnsonbaugh, Lee Earl, B.A.'30, Jamestown Col., (N. Dak.); M.A.'38, Colo. State Col. of Educ.; Dir. of Educ., Niobrara Co. Sch. Dist., Lusk, Wyo., since 1954.
- Kilzer, Robert L., B.A.'43, M.A.'48, Univ. of Wyo.; Supt. of Sch. Dist. 17, Basin, Wyo., since 1950.
- King, Lloyd F., B.S.'42, Nebr. State Tchrs. Col., Chadron; M.A.'50, Univ. of Wyo.; Supt. of Schs., Hanna, Wyo., since 1951.
- Kraus, Frank G., B.S.'29, Univ. of N. Dak.; M.S.'43, Univ. of Wyo.; Supt. of Schs., Cody, Wyo., since 1941.
- Kurtz, Clyde William, B.A.'25, M.A.'37, Univ. of Wyo.; Supt. of Sch. Dist. 1, Powell, Wyo., since 1955.
- Large, J. Neal, B.A.'50, M.A.'53, Univ. of Denver; Supt. of Schs., Lingle, Wyo., since 1953.
- Lee, Robert B., B.A.'21, M.A.'27, State Univ. of Iowa; Supt. of Sch. Dist. 3, Rawlins, Wyo., since 1927.
- Lindell, George E., A.B.'17, Bethany Col.; M.S.'40, Univ. of Wyo.; Dir. of Distributive Educ., Cheyenne, Wyo., since 1947.
- Linford, Velma, B.A.'30, M.A.'35, Univ. of Wyo.; State Supt. of Pub. Instr., State Dept. of Educ., Cheyenne, Wyo., since 1955.
- Lunney, Kenneth B., B.S. in Ed.'34, Univ. of Nebr.; M.A.'40, Univ. of Southern Calif.; Asst. Supt. of Sch. Dist. 3, Rawlins, Wyo., since 1953.
- Lyman, Silas, B.S.'34, Midland Col. (Nebr.); M.A.'54, Univ. of Wyo.; Supt. of Schs., Ranchester, Wyo., since 1946.
- Mikkelsen, Norman O., M. A. '43, Univ. of Wyo.; Supt., Glenrock-Parkerton Schs., Glenrock, Wyo., since 1945.
- Morgan, Dean C., B.S.'21, Springfield Col.; M.A.'35, Wyo. Col.; Supt. of Schs., Casper, Wyo., since 1935.
- Moulton, Lewis William, B.S. in Ed.'34, Northwest Mo. State Col.; Supt. of Sch. Dist. 9, Wheatland, Wyo., since 1955.
- Picton, John Odell, B.S.'48, N. Dak. State Tchrs. Col., Dickinson; M.A. '51, Northwestern Univ.; Supt. of Sch. Dist. 3, Lovell, Wyo., since 1955.
- Quigg, James C., B.A.'28, Wis. State Tchrs. Col., Eau Claire; M.A.'33, Univ. of N. Dak.; Supt. of Schs., Greybull, Wyo., since 1939.
- Redmond, Ray E., A.B.'22, M.A.'28, Univ. of Denver; Supt. of Sch. Dist. 1, Kemmerer, Wyo., since 1952.
- Reusser, Walter C., A.B.'20, Upper Iowa Univ.; M.A.'23, Ph.D.'29, State Univ. of Iowa; Dean, Adult Educ. and Community Serv., and Prof. of Educ. Admin., Univ. of Wyo., Laramie, Wyo., since 1924.
- Rollins, J. Leslie, B.S.'37, Brigham Young Univ.; Supt. of Sch. Dist. 6, Lyman, Wyo., since 1945.
- Russell, Ira J., Supt. of Schs., Pinedale, Wyo., since 1955.
- Schafer, Richard Conant, B.A.'51, Univ. of Wyo.; Supt. of Schs., Kinnebar, Wyo., since 1953.
- Smith, Charles, A.B.'50, M.A.'55, Univ. of Wyo.; Supt. of Schs., Carpenter, Wyo., since 1948.
- Stauffer, Harold M., B.S.'37, Pa. State Tchrs. Col., Kutztown; M.A.'51, Univ. of Nebr.; Ed.D.'56, Tchrs. Col., Columbia Univ.; Prin. of Sr. H. S., Cody, Wyo., since 1956.
- Stevens, Theodore B., Litt.B.'25, Rutgers Univ.; M.A.'32, New York Univ.; Supt. of Sch. Dist. 2, Buffalo, Wyo., since 1950.
- Supon, Frank J., B.A.'37, M.A.'47, Univ. of Wyo.; Supt. of Schs., Pine Bluffs, Wyo., since 1947.
- Tarter, Quincy L., B.S.'32, M.S.'37, Univ. of Wyo.; Prin. of Jr. H. S., Casper, Wyo., since 1952.
- Thompson, Charles G., B.S.'32, Central State Col. (Okla.); M.S.'52, Central Wash. Col. of Educ.; Supt. of Schs., Jackson, Wyo., since 1954.
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- Toscano, John Reed, B.A.'50, M.A. in Ed. Adm.'55, Univ. of Wyo.; Supt. of Sch. Dist. 14, Hawk Springs, Wyo., since 1954.
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- Wellman, Ralph R., A.B.'25, Nebr. State Tchrs. Col., Peru; M.A.'41, Univ. of Wyo.; Supt. of Washakie Co. H. S., Worland, Wyo., since 1947.
- Willey, Ivan R., B.A.'35, Brigham Young Univ.; M.A.'40, Ed.D.'52, Univ. of Wyo.; Dir., Tchrs. Placement and Assoc. Prof. of Educ., Univ. of Wyo., Laramie, Wyo., since 1955.
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- Wyatt, Spencer, B.S.'44, M.S. in Ed. Adm. '54, Utah State Agr. Col.; Supt. of Sch. Dist. 5, Cokeville, Wyo., since 1955.

## OTHER NATIONS

### ARGENTINA

- Bauman, Ernest Judson, Dentist'37, Univ. of Buenos Aires; Dir., Ward College, Ramos Mejia, Buenos Aires, Argentina, since 1955.

### AUSTRALIA

- Whitford, Richard Leslie, B.A.'42, Univ. of Tasmania (Australia); Dip.Ed.'45, B.Ed.'49, Univ. of Melbourne (Australia); Cert. of Advanced Study, '55, Harvard Univ.; M.A.'56, Ed.D.'56, Columbia Univ.; Supt. of Modern Sch., State Educ. Dept., Hobart, Tasmania, Australia, since 1956.



## BRAZIL

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## BURMA

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## CANADA

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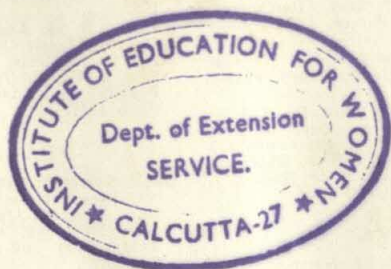
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